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ABSTRACT

This comprehensive report on the Washington State program for migrant children's education was compiled by the state department of education in order to comply with federal and state funding requirements. This report consists of two major parts. The first part contains completed copies of forms and letters as required by the funding agency along with budget information, a letter of projected carryover and statement of use; and notifications to public for review of draft FY 1986 state plan. The second part contains the narrative section with separate areas of discussion. Discussion includes: inservice training, student instruction, migrant education summer programs, special education programs, early childhood instruction, special programs for secondary migrant students, parent involvement, identification and recruitment, Migrant Student Record Transfer System (MSRTS), media, and health. Each area includes a discussion of the need along with a listing of objectives. The evaluation design and the program review process also are included as pertinent information. (PS)

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RC 016851

1987
WASHINGTON STATE PROGRAM
FOR
MIGRANT CHILDREN'S EDUCATION

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State of Washington
Superintendent of Public Instruction

DR. FRANK B. BROUILLET
Superintendent

MONA H. BAILEY
Assistant Superintendent
Division of Instructional
Programs and Services

RAUL DE LA ROSA
Director
Supplementary Education Programs

WASHINGTON STATE PROGRAM FOR MIGRANT CHILDREN'S EDUCATION

The Washington State Program for Migrant Children's Education is funded with Federal Chapter 1 Migrant monies to provide programs of education for migratory children of migratory agricultural workers or of migratory fishermen.

In compliance with P.L. 97-35 (technical amendments) and standards for State Migrant Education Programs issued by the Migrant Education Office of the Department of Education, and the advice provided by the Washington State Migrant Education Advisory Committee, Migrant Education Service Center and Migrant Student Record Transfer System personnel, and state Migrant Education Office personnel of the Division of Instructional Programs and Services, the FY 86 State Plan continues to address four priorities by which to guide the state Migrant Education Program for the 1986-87 year. Those priorities are:

- Instructional Services
- Support Services
- Interstate Coordination
- Parent Involvement

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FEDERAL ASSISTANCE		2. APPLICANT'S APPLICATION	4. NUMBER FY 87-1	3. STATE APPLICATION IDENTIFIER	6. NUMBER N/A
1. TYPE OF ACTION ☐ PREAPPLICATION ☒ APPLICATION (Mark appropriate box)	REPORT OF FEDERAL ACTION	APPLICATION	5. DATE Year month day 19 86 4 10	7. DATE Year month day 19 N/A	ASSIGNED
4. LEGAL APPLICANT/RECIPIENT		5. FEDERAL EMPLOYER IDENTIFICATION NO.			
a. Applicant Name: State of Washington b. Organization Unit: Superintendent of Public Instruction c. Street/P.O. Box: Div. of Instructional Prog. & Services d. City: Old Capitol Building FG-11 e. State: Olympia f. ZIP Code: Thurston 98504 g. Contact Person (Name & telephone No.): Raúl de la Rosa (206) 753-1031		PRO. GRAM (From Federal Catalog) a. NUMBER: 814-101111 b. TITLE: Migrant Education Basic State Formula Grant Program			
7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT		8. TYPE OF APPLICANT/RECIPIENT			
1987 Washington State Program for Migrant Children's Education		a. State b. Interstate c. Federal d. County e. City f. School District g. Several Purposes h. Other (Specify): Enter appropriate letter: A			
9. TYPE OF ASSISTANCE		12. TYPE OF APPLICATION			
A-Grant B-Loan C-Grant D-Loan E-Other (Specify): Enter appropriate letter(s): A		A-Grant B-Loan C-Grant D-Loan E-Other (Specify): Enter appropriate letter: A			
10. AREA OF PROJECT IMPACT (Name of state, counties, cities, etc.)		11. ESTIMATED NUMBER OF PERSONS BENEFITING		13. TYPE OF CHANGE (For 13a or 13b)	
Statewide		19,077		A-Grant B-Loan C-Grant D-Loan E-Other (Specify): Enter appropriate letter(s): A	
13. PROPOSED FUNDING		14. CONGRESSIONAL DISTRICTS OF:		15. TYPE OF CHANGE (For 15a or 15b)	
a. FEDERAL \$10,204,732.00 b. APPLICANT \$0.00 c. STATE \$0.00 d. LOCAL \$0.00 e. OTHER \$0.00 f. TOTAL \$10,204,732.00		a. APPLICANT No. 3 b. PROJECT No: 2, 3, 4, 5, and 6 c. PROJECT START DATE Year month day 1986 7 1 d. PROJECT DURATION 15 Months e. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY 19 86 4 10		A-Grant B-Loan C-Grant D-Loan E-Other (Specify): Enter appropriate letter(s): A	
16. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code)		17. REMARKS ADDED		18. EXISTING FEDERAL IDENTIFICATION NUMBER	
U.S. Department of Education, Office of Migrant Education, Washington, D.C.		You ☐ No ☐		916001112	
22. THE APPLICANT CERTIFIES THAT:		23. CERTIFYING REPRESENTATIVE			
a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the applicant has been duly authorized by the governing body of the applicant and the applicant will comply with the attached conditions if the application is approved.		b. TYPES NAME AND TITLE: Frank B. Brouillet, Supt. of Public Instruction c. SIGNATURE: <i>Frank B. Brouillet</i> d. DATE SIGNED: 4-2 19 86			
24. AGENCY NAME		25. ORGANIZATIONAL UNIT		26. ADMINISTRATIVE OFFICE	
27. ADDRESS		28. FEDERAL APPLICATION IDENTIFICATION		29. FEDERAL GRANT IDENTIFICATION	
30. ACTION TAKEN		31. FUNDING		32. ACTION DATE	
☐ a. AWARDED ☐ b. SELECTED ☐ c. RETURNED FOR AMENDMENT ☐ d. DEFERRED ☐ e. WITHDRAWN		a. FEDERAL \$0.00 b. APPLICANT \$0.00 c. STATE \$0.00 d. LOCAL \$0.00 e. OTHER \$0.00 f. TOTAL \$0.00		Year month day 19 33. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)	
				34. STARTING DATE 19 35. ENDING DATE 19 36. REMARKS ADDED ☐ Yes ☐ No	

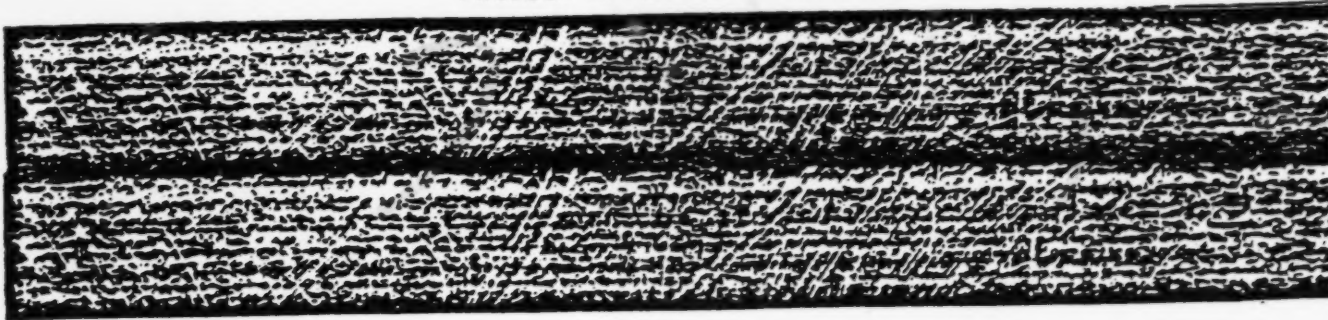
SECTION IV-REMARKS (Please reference the proper item number from Sections I, II or III, if applicable)

NOTE: If person responsible for grant negotiations is different from person named in Item 4h, please identify by name and phone number in this space.

Name: Raúl de la Rosa and Sharon Huck

Phone: 206 753-1031 N/A
(area code) (number) (extension)

PART II
PROJECT APPROVAL INFORMATION



ITEM 3.

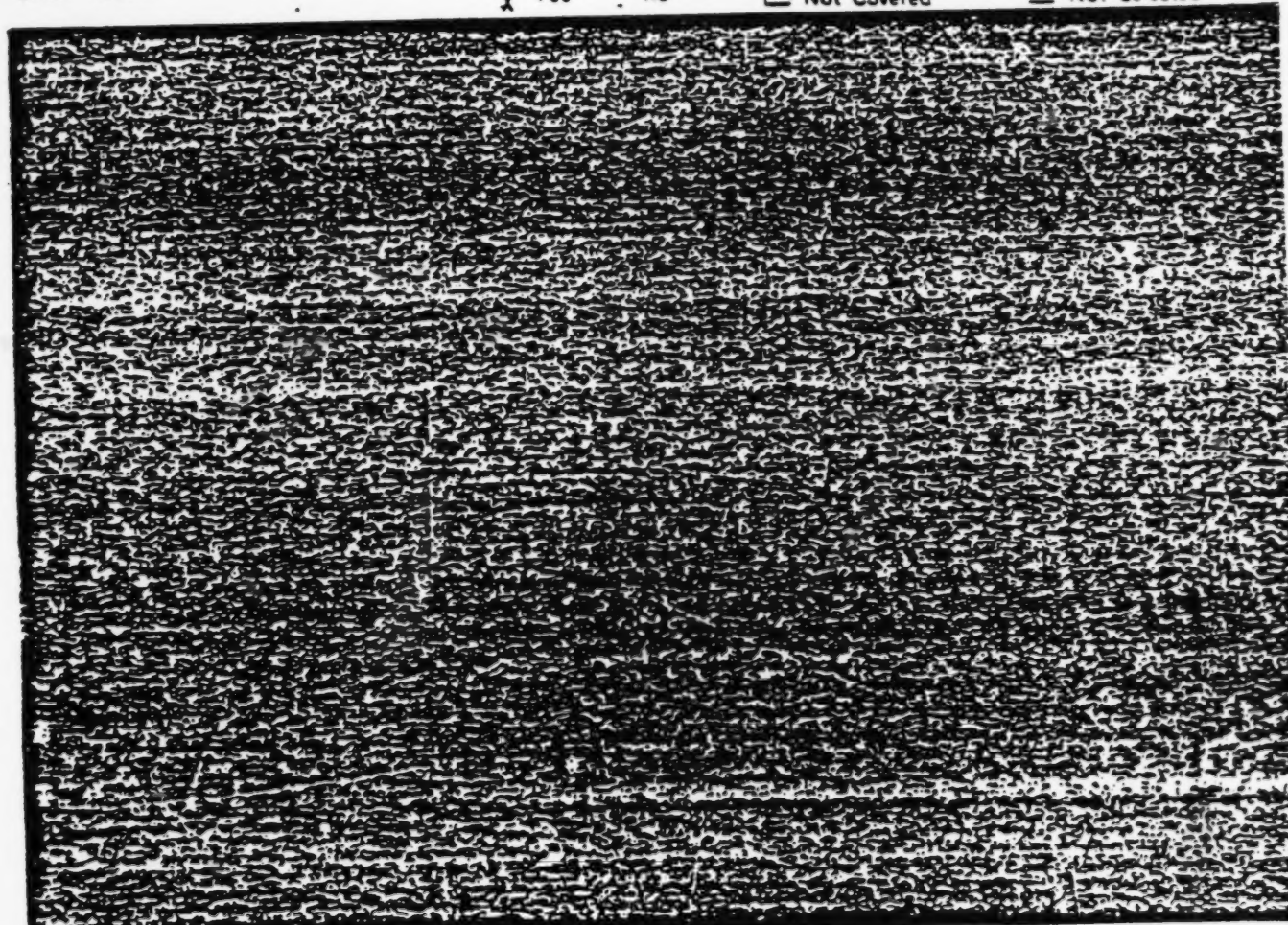
The application/preapplication was made available
for review to the State process under Executive
Order 12372

The application/preapplication was not made available
for review, to the State process under Executive Order
12372.

☒ Yes ☐ No

☐ Not Covered

☐ Not Selected



ITEM 10

Is there other related assistance on this project previous,
pending, or anticipated?

See instructions for additional information to be
provided.

☒ Yes ☐ No

PART II

PROJECT APPROVAL INFORMATION

Item 10

Federal Programs Participating

FDAC NO.:	10.550
Name of Program:	Food Distribution Program
Type of Grant:	Donation of Goods
1984-85 School Year:	\$10,399,605 (Final Amount)
1985-86 School Year:	\$11,204,709 (Total Commodities)
FDAC NO.:	10.553
Name of Program:	School Breakfast Program
Type of Grant:	Formula Grant
1984-85 School Year:	\$2,011,401.59 (Actual Amount)
1984-85 School Year:	\$2,212,542 (Estimated Amount)
FDAC NO.:	10.555
Name of Program:	National School Lunch Program
Type of Grant:	Formula Grant
1984-85 School Year:	\$30,328,922 (Actual Amount)
1984-85 School Year:	\$33,361,814 (Estimated Amount)
FDAC NO.:	10.556
Name of Program:	Special Milk Program
Type of Grant:	Formula Grant
1984-85 School Year:	\$95,596.15 (Actual Amount)
1984-85 School Year:	\$105,156 (Estimated Amount)

CERTIFICATION OF STATE ATTORNEY GENERAL

I HEREBY CERTIFY that the Office of the Superintendent of Public Instruction has the authority under Washington State law to perform the duties and functions of a state education agency as defined under Chapter 1 of P.L. 97-35, including those arising from the assurances set forth herein, and that this agency has the authority to submit and administer special education programs and projects for migratory children as set forth in this application.

Robert E. Robinson

Robert E. Patterson
Assistant Attorney General
State of Washington

4-1-86

Date _____

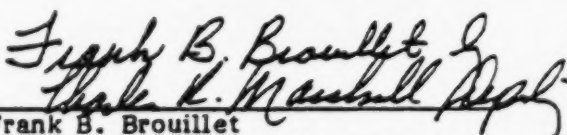
For Fiscal Year 1987 State Plan

STATEMENT OF ASSURANCE FOR TITLE VI AND TITLE IX

This is to certify that the following assurances of compliance are on file with the Department of Health and Human Services:

1. Title VI of the Civil Rights Act of 1964
(Public Law 88-352) on Form HEW 441
2. Title IX of the Education Amendments of 1972
(Public Law 92-318) on Form HEW 639

In reference to the requirement "that if any phase of this project will involve subjecting individuals to the risk of physical, psychological, sociological, or other harm, certain safeguards must be instituted and an assurance must be filed on form HEW 596", we assure you that this project in no way will violate this requirement.


Frank B. Brouillet
Superintendent of Public Instruction
State of Washington

4-3-86
Date

STATEMENTS OF COORDINATION

with

Comprehensive Employment and Training Act
and Economic Opportunity Act

Plans for operating projects for migrant and seasonal farmworkers have been coordinated with CETA in providing child development educational programs for preschool-age children. CETA personnel are employed to assist with the activities of the Migrant Education Identification and Recruitment Program which serves the entire State of Washington.

Activities of the home-school visitors' and the recruiters' component of the Washington State Migrant Education Program are coordinated with the Economic Opportunity Act (EOA). Migrant recruiters and home visitors inform families of provisions for weatherizing homes out of projects supported by EOA.

Efforts for further coordination with EOA in the future will be made.

Frank B. Brouillet
Charles L. Marshall, Deputy
Frank B. Brouillet
Superintendent of Public Instruction
State of Washington

4-3-86
Date

ASSURANCE OF COMPLIANCE WITH SECTION 504 OF THE
REHABILITATION ACT OF 1973, AS AMENDED

The undersigned (hereinafter called the "recipient") HEREBY AGREES THAT it will comply with section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), all requirements imposed by the applicable HEW regulation (45 C.F.R. Part 84), and all guidelines and interpretations issued pursuant thereto.

Pursuant to § 84.5(a) of the regulation [45 C.F.R. 84.5(a)], the recipient gives this Assurance in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts (except procurement contracts and contracts of insurance or guaranty), property, discounts, or other federal financial assistance extended by the Department of Health, Education, and Welfare after the date of this Assurance, including payments or other assistance made after such date on applications for federal financial assistance that were approved before such date. The recipient recognizes and agrees that such federal financial assistance will be extended in reliance on the representations and agreements made in this Assurance and that the United States will have the right to enforce this Assurance through lawful means. This Assurance is binding on the recipient, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this Assurance on behalf of the recipient.

This Assurance obligates the recipient for the period during which federal financial assistance is extended to it by the Department of Health, Education, and Welfare or, where the assistance is in the form of real or personal property, for the period provided for in § 84.5(b) of the regulation [45 C.F.R. 84.5(b)].

The recipient: [Check (a) or (b)]

a. ☐ employs fewer than fifteen persons.

A73

b. ☒ employs fifteen or more persons and, pursuant to § 84.7(a) of the regulation [45 C.F.R. 84.7(a)], has designated the following person(s) to coordinate its efforts to comply with the HEW regulation:

<u>Superintendent of Public Instruction</u>		<u>Superintendent of Public Instruction</u>	
Name of Designee(s) - Type or Print		Name of Designee(s) - Type or Print	
C12 A12 91-600-11-12 (IRS) Employer Identification Number A1 B1 C1	C42 A41 A11 B11 C11	Old Capitol Building Street Address or P. O. Box A42 Olympia City B12 Washington 98504 State B42	A71 B41 B71

I certify that the above information is complete and correct to the best of my knowledge.

June 2, 1977
Date
B72 B77

Frank Brucillet
Signature and Title of Authorized Official
B78

If there has been a change in name or ownership within the last year, please PRINT the former name below:

NOTE: The "A", "B", and "C" followed by numbers are for computer use. Please disregard.
PLEASE RETURN ORIGINAL TO: Office for Civil Rights, HEW, P. O. Box 8222, Washington, D.C. 20024.

HEW-641 (5/77)

STATEMENT OF ASSURANCE

The Superintendent of Public Instruction hereby assures that migrant children to be served shall be in priority as outlined in Section 201.31 of the migrant education rules and regulations as published in the Federal Register on April 30, 1985.

- "(a) An SEA and its operating agencies shall serve eligible migratory children--according to their needs--in the following order:
- (1) School-aged, currently migratory children (elementary or secondary, agricultural or fisher, interstate or intrastate).
 - (2) School-aged formerly migratory children (elementary or secondary, agricultural or fisher.)
 - (3) Preschool currently migratory children (age 3 and above, agricultural or fisher, interstate or intrastate).
 - (4) Preschool formerly migratory children (age 3 and above, agricultural or fisher.)
- (b) If in order to provide Chapter 1 instructional services to school-aged currently migratory children, it would be necessary to provide day care or similar services to preschool-aged currently migratory children, and no other funds--other than Chapter 1 funds--are available for that purpose, an SEA or an operating agency may provide Chapter 1 instructional services instead of day care services to those preschool children as if those children had a priority higher than school-aged formerly migratory children."

Frank B. Brouillet
Charles E. Marshall, Deputy
Frank B. Brouillet
Superintendent of Public Instruction
State of Washington

4-3-86
Date

CHILDREN EXPECTED TO RESIDE IN THE STATE
AND CHILDREN EXPECTED TO BE SERVED

		PRE-SCHOOL*		SCHOOL AGE				TOTALS	
		Agriculture	Fishing	Agriculture		Fishing		Agriculture	Fishing
				ELEM.	SEC.	ELEM.	SEC.		
INTERSTATE MIGRANTS	Expected to Reside in the State	1237		4,637	818	60	10	6,692	70
	Expected to be Served	1237		4,173	736	54	9	6,146	63
INTRASTATE MIGRANTS	Expected to Reside in the State	716		3,825	675	43	7	5,216	50
	Expected to be Served	716		3,443	608	39	6	4,767	45
FORMERLY MIGRATORY CHILDREN	Expected to Reside in the State	672		6,674	1,178	299	53	8,524	352
	Expected to be Served	672		6,007	1,060	269	48	7,739	317
TOTALS	Expected to Reside in the State	2625		15,136	2,671	402	70	20,432	472
	Expected to be Served	2625		13,623	2,404	362	63	18,652	425

*Data on total of preschool children residing in the state is not available.

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET	
		FEDERAL (c)		TOTAL (d)	
1. SEA	84.011	403,868		403,868	
2. Local Projects	84.011	9,800,864		9,800,864	
3.	84.011				
4.	84.011				
5. TOTALS		10,204,732		10,204,732	

SECTION B - BUDGET CATEGORIES

OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL
	SEA	Local Projects			(b)
1. PERSONNEL	125,183	5,928,136			6,053,319
2. FRINGE BENEFITS	24,185	1,046,142			1,070,327
3. TRAVEL	34,500	389,387			423,887
4. EQUIPMENT	15,000	54,284			69,284
5. SUPPLIES	50,000	542,841			592,841
6. CONTRACTUAL	150,000	1,700,000			1,850,000
7. CONSTRUCTION	-0-	-0-			-0-
8. OTHER	5,000	60,000			65,000
9. SUBAL SUBJECT CHANGES	403,868	9,720,790			10,124,658
10. MISCELLANEOUS CHANGES	-0-	80,074			80,074
11. TOTALS	403,868	9,800,864			10,204,732

[illegible]

SECTION D • FORECASTED CASH NEEDS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
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SECTION B - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

PROJECT NAME		PROJECT NUMBER		PROJECT LOCATION		PROJECT STATUS	
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64
65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88
89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104
105	106	107	108	109	110	111	112
113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128
129	130	131	132	133	134	135	136
137	138	139	140	141	142	143	144
145	146	147	148	149	150	151	152
153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168
169	170	171	172	173	174	175	176
177	178	179	180	181	182	183	184
185	186	187	188	189	190	191	192
193	194	195	196	197	198	199	200
201	202	203	204	205	206	207	208
209	210	211	212	213	214	215	216
217	218	219	220	221	222	223	224
225	226	227	228	229	230	231	232
233	234	235	236	237	238	239	240
241	242	243	244	245	246	247	248
249	250	251	252	253	254	255	256
257	258	259	260	261	262	263	264
265	266	267	268	269	270	271	272
273	274	275	276	277	278	279	280
281	282	283	284	285	286	287	288
289	290	291	292	293	294	295	296
297	298	299	300	301	302	303	304
305	306	307	308	309	310	311	312
313	314	315	316	317	318	319	320
321	322	323	324	325	326	327	328
329	330	331	332	333	334	335	336
337	338	339	340	341	342	343	344
345	346	347	348	349	350	351	352
353	354	355	356	357	358	359	360
361	362	363	364	365	366	367	368
369	370	371	372	373	374	375	376
377	378	379	380	381	382	383	384
385	386	387	388	389	390	391	392
393	394	395	396	397	398	399	400
401	402	403	404	405	406	407	408
409	410	411	412	413	414	415	416
417	418	419					

SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

21. DIRECT CHARGES: \$403,868 (See pages 13-15 for additional information)

22. INDIRECT CHARGES: -0-

21. REMARKS: May cover the cost for purchase of portable units and relocatables and construction; this is based on requests from school districts participating in the Migrant Education Program.

ADDITIONAL BUDGET INFORMATION

Direct Charges --

Line 6 (a) -- Personnel being paid with Migrant Education Program Funds at the State level:

		-- Salary --		Fringe -- Benefits --		-- Travel --
	<u>Time to Program</u>	<u>Chap. 1 Admin.</u>	<u>Chap. 1 Migrant</u>	<u>Chap. 1 Admin.</u>	<u>Chap. 1 Migrant</u>	<u>Chap. 1 Migrant</u>
Susie Zahn, Secretary						
Chapter 1, Migrant Education Program	60%	25%	35%	25%	35%	\$1,000
Raul de la Rosa, Director						
Supplementary Education Programs	65%	65%	-0-	65%	-0-	\$5,000
(Vacant), Supervisor						
Migrant Children with Exceptional Needs	100%	-0-	100%	-0-	100%	\$7,500
Sharon Huck, Assistant Supervisor						
Chapter 1, Migrant Education Programs	90%	25%	65%	25%	65%	\$7,000
Kathleen Plato, Consultant						
Testing and Evaluation	12½%	-0-	12½%	-0-	12½%	\$5,000
Sue Wiley, Secretary						
Chapter 1, Migrant Education Program	80%	15%	65%	15%	65%	\$1,000
Jeanne Leaf						
Chapter 1, Migrant Education Program	100%	10%	90%	10%	90%	\$1,000
James Rigney, Facilitator/Trainer						
Chapter 1, Migrant Education Program	100%	25%	75%	25%	75%	\$7,000

BUDGET INFORMATION
(Continued)

PERSONNEL/FRINGE BENEFITS:

<u>Personnel</u>	<u>Time in Migrant Program (Admin. & Program)</u>	- - - - Program Activities - - - - <u>Salaries</u>	<u>Fringe Benefits</u>
		<u>Total/Ch. 1, M%</u>	<u>Total/Ch. 1, M%</u>
Susie Zahn	60%	\$17,099/\$ 5,985	\$4,787/\$ 1,675
Raul de la Rosa	65%	\$46,835/\$ -0-	\$5,755/\$ -0-
MCEN Supervisor (Vacant)	100%	\$34,416/\$ 34,416	\$4,130/\$ 4,130
Sharon Huck	90%	\$37,566/\$ 21,220	\$5,786/\$ 3,182
Kathleen Plato	12½%	\$39,610/\$ 4,951	\$5,347/\$ 668
Sue Wiley	80%	\$19,824/\$ 12,885	\$7,060/\$ 4,589
Jeanne Leaf	100%	\$17,099/\$ 15,390	\$4,787/\$ 4,308
James Rigney	100%	<u>\$36,650/\$ 27,488</u>	<u>\$5,645/\$ 5,080</u>
		\$122,335	\$23,632

The Migrant Education Office of the Department of Education should recognize that much direct and indirect support is given to the Migrant Education Program by the Superintendent of Public Instruction personnel which is not charged against migrant funds. These support services are given by the following personnel:

Mona H. Bailey, Assistant Superintendent	
Division of Instructional Programs and Services	10%
Gordon Ensign, Evaluation Specialist	
Testing and Evaluation Section	10%
Al Rasp, Director	
Testing and Evaluation Section	10%
Holly Dausener, Fiscal Officer	25%
Bob Schley, Federal Fiscal Officer	15%

BUDGET INFORMATION

(Continued)

EQUIPMENT AND FACILITIES:

The Migrant Education Program in the State of Washington has assisted local educational agencies and non-profit organizations by providing them portable classrooms to carry out the academic instruction of migrant children. Before a portable classroom is made available to a local educational agency, however, our agency deploys staff to examine on-site the requesting agency's facilities. An examination of the space needs is made; staff makes a determination whether the request is legitimate; a recommendation is made to the Assistant Superintendent who makes a final determination on the request. The approval is finalized when the school district or agency signs an agreement acknowledging that the Superintendent of Public Instruction has full ownership of the portable building(s) purchased with Migrant Education Program funds. Equipment made available to LEAs and non-profit organizations also undergoes similar scrutiny.

Our state requires that public facilities be made available for migrant students during the summer, even in those cases where a local school district administration is unable or unwilling to provide a summer school program for migrant children.

Along with the use of building rooms, all Chapter 1 equipment is also made available for use by program staff.

CONTRACTUAL:

- SEA -- these funds will be used to contract staff that may be needed to support program studies at the SEA level and Education Commission of the States, Interstate Migrant Education Council.
- LEA -- all these funds issued under a contract are for preschool and medical services.
- Other -- these funds support expenditures in the following areas: telephones, media production, printing and office copying and postage.



SPI

DR. FRANK B. BROUILLET

Superintendent of Public Instruction

March 5, 1986

Dr. John Staehle, Acting Director
Office of Migrant Education
U.S. Department of Education
Room 5044, ROB #3
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Dr. Staehle:

As per Department of Education requirements, this is to report that our projected carryover of 1985-86 Migrant Education Program funds is anticipated to be approximately \$584,051.00 effective September 30, 1986.

Sincerely,

Robert M. Schley
Administrative Program Director
School Fiscal Services

RMS:dm

USE OF CARRYOVER

Carryover funds will be used to:

1. Support inservice, parental involvement, Migrant Education Identification and Recruitment Program, Migrant Student Record Transfer System, and Dissemination Program staff. (See Objective 1.1, 1.3, 1.4, 1.5, and 1.6)
2. Support the Migrant Student Record Transfer System operation, specifically, data entry specialists hired to support this activity. (See Objective 1.5)
3. Offset the decrease experienced in Washington State's 1986-87 Migrant Education Program budget so that local school district programs can be maintained at the same level of funding.
4. Fund newly established migrant education programs. In 1985-86, several school district experienced an influx of migrant students for the first time and applied for migrant funds to run a supplemental program.



SPI

DR. FRANK B. BROUILLET

Superintendent of Public Instruction

February 14, 1986

TO: Chapter 1, Migrant Project Directors
Educational Service District Grants Managers
Commission on Mexican-American Affairs
Human Rights Commission
Other Interested Parties

FROM:  Raúl de la Rosa, Director
Supplementary Education Programs

RE: Washington State Program for Migrant Children's
Education State Plan

In response to state and federal requirements, we are publishing a DRAFT of the program portion of the FY 87 Washington State Program for Migrant Children's Education State Plan for public comment.

Comments should be forwarded to me by 5:00 p.m., March 18, 1986.

Raúl de la Rosa, Director
Supplementary Education Programs
Office of the Superintendent of
Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504

If you have any questions, please call my office at (206) 753-1031. Additional copies are available from the Migrant Student Record Transfer System Office in Sunnyside and this office.

Rd1R:sw
Enclosure

cc: Joe Resendez
Andy Rodarte
Richard Marquard

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DR. FRANK B. BROUILLET

Superintendent of Public Instruction

FOR IMMEDIATE RELEASE
February 14, 1986

Contact: Charlotte Manning
(206) 753-6725

OLYMPIA--Dr. Frank B. Brouillet, Superintendent of Public Instruction, announced today that the program portion of the Fiscal Year 1987 "Washington State Program for Migrant Children's Education" state plan is now available for public comment before being forwarded to the U.S. Department of Education.

The four major state objectives in migrant education for the 1986-87 year are the following: (a) instruction, (b) parental involvement, (c) interstate cooperation/coordination, and (d) support services. These objectives fall within federal standards and guidelines for state migrant education programs.

Copies of the state plan may be obtained from the Migrant Education Program Office, Superintendent of Public Instruction (OSPI), Old Capitol Building, FG-11, Olympia 98504, telephone (206) 753-1031 or the Migrant Student Record Transfer System Office, 1110-B South 6th Street, Sunnyside 98944, telephone (509) 837-2712 or toll free 1-800-572-9811. Copies will also be on file for your review at the Migrant Education Regional Offices in Educational Service District (ESD) 189, Mount Vernon; and ESD 105, Yakima.

Comments on the state plan must be received by Raúl de la Rosa, Migrant Education Office, OSPI, by March 18, 1986.

#####

INTRODUCTION

Pursuant to 45 CFR § 116d.5, the Office of the Superintendent of Public Instruction (OSPI) subgrants a portion of the funds received by the State of Washington pursuant to the state plan to local school districts and non-profit organizations. During FY 86, OSPI supported 63 instructional projects, 8 special projects, 1 records center and 2 migrant education regional offices.

Subgrantees designated, in accordance with 45 CFR § 116d.5, administer and operate their respective projects and programs in all respects independent of control and direct supervision by the Superintendent of Public Instruction. OSPI, however, reviews the performance of subgrantees as necessary to maintain compliance with assurances made in the state plan and reserves the right to take action consistent with the state plan which may be necessary to enforce such compliance. Local education agency applications designated pursuant to 45 CFR § 116d.5, and their respective programs, are as follows:

- A. Various public school districts throughout the state operate direct instructional and support service programs for migrant children.
- B. Sunnyside School District operates the Migrant Student Record Transfer System and Identification and Recruitment which includes the Skills Information System and offers the following:
 - 1. Accident Insurance
 - 2. Clerical Support
 - 3. Migrant Education Identification and Recruitment
- C. Educational Service Districts operate the Migrant Education Regional Offices which include the following functions:
 - 1. Inservice Training
 - 2. Parental Involvement

1.1 INSERVICE TRAINING

Need

Project review reports, surveys and classroom visitations conducted by the Office of the Superintendent of Public Instruction (OSPI) and Migrant Education Regional Office (MERO) staff reveal that teachers need inservice training to develop better general and bilingual teaching skills and techniques in teaching reading, math, English As A Second Language, Oral Language Development, selection of bilingual materials, equipment, computer-assisted instruction, special education, and cultural awareness in teaching migrant children. In particular, there is a need to provide continued awareness to teachers, teacher-aides, counselors, principals, and other administrators, parents and the general public of the need for continuity in and coordination of instruction with related services to migrant children. The growing awareness of the need for computer assistance in the school setting requires knowledge by educational staff on how to use computers in the teaching of basic skills. Only through staff who are educationally, linguistically and culturally prepared can this goal be achieved. Workshops designed to meet these identified needs will be planned and scheduled in consultation and in conjunction with the local school districts.

Objectives

OBJECTIVE 1: By September 30, 1987, educationally, linguistically, and culturally prepared staff will have made reading inservice workshops and classes available to migrant-funded teachers and aides and teachers of migrant children in participating school districts and preschool agencies.

Purpose: Provide assistance on statewide, regional, and local levels to staff responsible for the teaching of reading with support in developing techniques and skills, and selecting appropriate materials and equipment to meet the individualized reading needs of migrant children.

Impact: Teachers, state and Migrant Education Program funded, will acquire necessary skills to develop reading programs of instruction which are responsive to the needs of migrant children, particularly non-English speaking children.

Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Observations of reading projects visited will be carried out to determine the extent to which workshop recommendations have been implemented by participating school district and preschool agency staff.

Documentation: This shall be evidenced by technical assistance logs and evaluations written by teachers and aides, and kept on file in the migrant education offices.

OBJECTIVE 2: By September 30, 1987, educationally, linguistically and culturally prepared staff will have made English As A Second Language and/or Oral Language Development inservice workshops and classes available to migrant education-funded teachers, aides, administrators and teachers of migrant children in school districts and preschool agencies.

Purpose: Provide assistance to staff responsible for the teaching of English As A Second Language and/or Oral Language Development with support in developing techniques and skills, and selecting appropriate materials and equipment to meet the assessed needs of migrant children.

Impact: Teachers funded by the state and/or the Migrant Education Program who attend workshops will acquire necessary skills to develop English As A Second Language and/or Oral Language Development programs of instruction which are responsive to the needs of migrant children.

Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Observations of English As A Second Language and/or Oral Language Development projects visited will be carried out to determine the extent to which workshop recommendations have been implemented by school district staff.

Documentation: This shall be evidenced by technical assistance logs and evaluations on file in the migrant education offices.

OBJECTIVE 3: By September 30, 1987, educationally, linguistically and culturally prepared staff will have made math inservice workshops and classes available to migrant-funded teachers, aides and teachers of migrant children working in school districts and preschool agencies.

Purpose: Provide assistance to staff responsible for the teaching of mathematics programs with support in developing techniques and skills, and selecting appropriate materials and equipment to meet the math needs of migrant children.

Impact: Teachers funded by the state and/or the Migrant Education Program who attend workshops will acquire necessary skills to develop mathematics programs of instruction which are responsive to the needs of migrant children, particularly non-English speaking children.

Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Observations of math projects visited will be maintained to determine the extent to which workshop recommendations have been implemented by participating school district and preschool agency staff.

Documentation: This shall be evidenced by the implementation reports, technical assistance logs, and evaluations on file in the migrant education offices.

OBJECTIVE 4: By September 30, 1987, educationally, linguistically and culturally prepared staff will have made home/school communication inservice workshops available on a regional basis to migrant-funded teachers and aides and teachers of migrant children in at least 50% of participating school districts and preschool agencies.

Purpose: To provide assistance and support to staff and parents enabling them to communicate more effectively.

Impact: Staff will be better prepared to serve the needs of migrant students.

Evaluation: Appropriate staff will conduct a survey of participants to evaluate the workshops' effectiveness.

Documentation: This shall be evidenced by technical assistance logs and workshop evaluations on file in the migrant education offices.

OBJECTIVE 5: By September 30, 1987, educationally, linguistically and culturally prepared staff will have made inservice available to migrant-funded preschool programs in the areas of staff development, classroom management, and diagnostic/prescriptive activities in the development of psychomotor, cognitive and personal/interactional skills.

Purpose: To provide assistance and support to staff in developing teaching techniques and materials.

Impact: This will provide well-rounded, planned, diagnostic/prescriptive programs which are responsive to migrant children.

Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops. Observations of preschool projects visited will be carried out to determine the extent to which workshop recommendations have been implemented by participating preschool staff.

Documentation: This shall be documented by reports on file in the migrant education offices.

OBJECTIVE 6: By September 30, 1987, the state will have provided financial support to at least fifteen (15) members of migrant-funded paraprofessional staff to attend institutions of higher education to enhance their career opportunities for teaching in the Migrant Education Program.

Purpose: To upgrade the teaching skills, and as a consequence, upgrade the career option of migrant education-funded paraprofessional staff.

Impact: College and university-trained staff will be capable of providing more qualified instruction to migrant students.

Evaluation: Results of inservice provided to staff will be reviewed in the annual end-of-year evaluation report submitted by participating school districts.

Documentation: This will be evidenced by end-of-year evaluation reports, career development plans, and transcripts on file in the migrant education offices.

OBJECTIVE 7: By September 30, 1987, educationally, linguistically, and culturally prepared staff will be available for the provision of multi-cultural education awareness workshops to migrant-funded teachers, aides, and teachers of migrant children working in the school district.

Purpose: To provide assistance to staff working with migrant children in achieving an understanding of the migrant needs and lifestyle.

Impact: Participants will acquire a better understanding of the cultural and linguistic differences of migrant children which can at times hinder teaching in the classroom.

Evaluation: Trainers will develop and administer an evaluation questionnaire to participants to determine the effectiveness of the workshops.

Documentation: This shall be evidenced by technical assistance logs and workshop evaluations on file in the migrant education offices.

Objective 8: By September 30, 1987, administrative, instructional and support staff from all school districts and preschool agencies implementing migrant instructional programs will have been provided training on how to interpret, implement and integrate the oral language development, reading, math and early childhood education skills data.

Purpose: To provide inservice to local school district and preschool agency staff on how to use information on the Migrant Student Record Transfer System (MSRTS) record for more appropriate student program design.

Impact: Staff will acquire skills and proficiency necessary to employ the MSRTS record including the Skills Information System.

Evaluation: Inservice logs and technical assistance reports would be on file. To a degree, successful use of the record will translate into increased efforts in collecting and recording student data.

Documentation: This will be evidenced by training agendas and attendance rosters kept on file in the migrant education and MSRTS offices, as well as by program reports kept on file.

1.2 STUDENT INSTRUCTION

Need

The majority of migrant students function far below national and state averages in all academic areas. The inability to be successful in school and to graduate is not always determined by the academic deficiencies of a migrant student. A major factor, mobility during the school year, greatly impacts the continuity of educational services to migrant children. There is, therefore, a need to assess each student and to develop an educational plan which best addresses those identified needs of migrant children, with specific emphasis given to children of currently migratory agricultural workers and fishermen. Priority for services shall be status 1, 2, 4, and status 5.

Reading, Oral Language Development, and mathematics have been established as priority areas of instruction by the Washington Administrative Code. These content areas have also been designated by the State Directors of Migrant Education, in conjunction with the Office of Migrant Education in the United States Department of Education, as the target areas for the Migrant Student Record Transfer System, Skills-Based Information System.

The transition from learning to the application of basic skills in the core content must be addressed. In order to address this need, appropriate staff instructional materials and equipment must be available for the instruction of the students.

Because many migrant families move to various parts of the country in search of agricultural and fishing work, it is critical that states and schools responsible for educating migrant students be aware of, and involved in, planning sound educational programs to meet the needs of these children. Washington State is committed to supporting programs that enhance communication between and among states sharing these students. The Education Commission of the States (ECS) Project is one in which congressional, state, and school district administrative entities join to identify policies and promote coordinated program activities to meet the needs of interstate migrant students. Coordination and cooperation with other agencies providing services in geographic areas where migrants reside, e.g., Job Training Partnership Act (JTPA) and the Department of Labor, will be carried out to ensure maximum utilization of available resources.

Objectives

OBJECTIVE 1: Reading (in the appropriate language). By September 30, 1987, the Office of the Superintendent of Public Instruction (OSPI) will have financially supported local school districts and preschool agencies in the development of reading programs (student/staff ratio will generally not exceed 1:10) to be offered to migrant children in response to the assessed needs.

Purpose: To support instruction in the appropriate language in programs coordinated with and complementary to the regular school and other agencies' programs, and designed to meet the educational needs of migrant students.

Impact: These programs will facilitate the development of reading skills of migrant children.

Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by OSPI.

Documentation: This objective will be evidenced by the implementation reports, technical assistance logs, and evaluations on file in the migrant education office at OSPI.

OBJECTIVE 2: Oral Language Development (in the appropriate language). By September 30, 1987, OSPI will have financially supported local school districts and preschool agencies in the development of Oral Language Development Programs (student/staff ratio will generally not exceed 1:6) to be offered to migrant children.

Purpose: To support instruction in Oral Language Development in the appropriate language in programs coordinated with and complementary to the regular school program and designed to meet the educational needs of migrant students.

Impact: These programs will facilitate the development of language skills of migrant children.

Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by OSPI.

Documentation: This objective will be evidenced by technical assistance logs and evaluations on file in the migrant education office at OSPI.

OBJECTIVE 3: Math (in the appropriate language). By September 30, 1987, OSPI will have financially supported local school districts and preschool agencies in the development of math programs (student/staff ratio will generally not exceed 1:10) to be offered to migrant children.

Purpose: To support instruction in math, in the appropriate language, in programs coordinated with and complementary to the regular school program and designed to meet the educational needs of migrant students.

Impact: These math programs will facilitate the development of math skills of migrant children.

Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by OSPI.

Documentation: This objective will be evidenced by technical assistance logs and evaluations on file in the migrant education office at OSPI.

OBJECTIVE 4: Computer-Assisted Instruction. By September 30, 1987, OSPI will have financially supported local school districts in the development of computer-assisted instructional programs to be offered to migrant children.

Purpose: To support computer-assisted instruction that is coordinated with and complementary to the regular school program and designed to meet the educational needs of migrant students.

Impact: Computer-assisted instruction will enable the migrant students to compete in technologically oriented skill areas.

Evaluation: Needs assessment results will be reviewed during OSPI monitoring visits.

Documentation: This objective will be evidenced by technical assistance logs and evaluations on file in the migrant education office at OSPI.

Objective 5: By September 30, 1987, Washington State will have provided financial and programmatic support to the Education Commission of the States (ECS) Project to promote interstate coordination and cooperation of services for migrant students.

Purpose: To enhance the awareness of administrators, instructional staff, and communities at large of the necessity of interstate coordination and cooperation in serving the academic needs of migrant children and young adults.

Impact: States and local school districts will be better able to meet the academic needs of migrant children who travel interstate while continuing their education.

Evaluation: The results of ECS activities will be reported through quarterly reports and provided to the director of each funding state.

Documentation: This shall be evidenced by reports issued by ECS and other pertinent minutes of the ECS meetings on file at the Department of Education, ECS Headquarters and at OSPI.

1.2a MIGRANT EDUCATION SUMMER PROGRAMS

Need

Many agricultural crops in Washington State are harvested during the summer months. Migrant families move to various parts of the state in search of work. It is critical that the children of these parents be given an opportunity to learn, and at the same time, be sheltered from pesticides and dangerous agricultural machinery.

As opposed to regular school year instructional programs, the educational needs of migrant children during summer may be for full day activities which include daily instruction, recreational and sports activities, health and hygiene sessions, cultural activities, field trips, and creative activities. It is necessary, therefore, that the school day coincide with the work day of migrant parents or the work day of secondary students, and complement other agencies providing similar services to migrant students.

Objectives

OBJECTIVE 1: By September 30, 1987, local school districts, which have an influx of migrant children during the summer period, will have assessed the needs of migrant children for the planning of summer programs.

Purpose: To ensure that all migrant children are provided the opportunity to attend a summer school designed around a comprehensive needs assessment process utilizing the Migrant Student Record Transfer System, identification and recruitment, and agricultural data, etc.

Impact: Summer school programs planned for migrant students will be designed to meet the special needs of migrant youth.

Evaluation: Needs assessment results will be reviewed by Office of the Superintendent of Public Instruction (OSPI) program review staff.

Documentation: This shall be evidenced by summer school program review reports on file in the migrant education office at OSPI.

OBJECTIVE 2: By September 30, 1987, at least twenty-five (25) summer project sites will have been funded to support a comprehensive educational program for migrant children.

Purpose: To provide a program of instruction and ancillary services to meet the elementary and secondary educational and supportive needs of migrant students.

Impact: The instruction and ancillary services available during summer school will provide continuity of education for migrant students. The educational setting provides them with a safe environment away from hazardous and grueling conditions experienced in the fields where their parents work.

Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by OSPI.

Documentation: This shall be evidenced by summer school program review and evaluation reports on file in the migrant education office at OSPI.

OBJECTIVE 3: By September 30, 1987, local school districts will have developed specially designed summer school programs for migrant secondary students.

Purpose: To provide intensive and extensive educational opportunities for secondary migrant students during the summer in Washington State.

Impact: An additional number of secondary-aged migrant students will be given an opportunity to continue their education.

Evaluation: This objective shall be evaluated as part of the annual end-of-year evaluation conducted by OSPI.

Documentation: This shall be evidenced by project applications and evaluation reports on file in the migrant education office at OSPI.

1.2b SPECIAL EDUCATION PROGRAMS

Need

Current federal legislation governing programs funded by the U.S. Department of Education mandates that the right of all children to an appropriate education shall not be violated. While the Migrant Education Program is successfully identifying and serving, within the scope of its program limitations, a large number of migrant children, a national study shows limited success in identifying and referring the mobile handicapped migrant child having special education needs.

There is a need, therefore, in the state of Washington to identify all mobile migrant handicapped children and all resources available to meet their special education needs.

This effort continues to require full assistance from staff of the Division of Special Services and Professional Programs and the Evaluation Section of the Office of the Superintendent of Public Instruction (OSPI), educational service districts (ESDs) and local school districts.

Objectives

OBJECTIVE 1: By September 30, 1987, migrant education staff will work with special education staff to coordinate and provide technical assistance workshops to local school districts and preschool agencies regarding the identification of mildly mentally retarded children represented in special education.

Purpose: To ensure that all migrant children who are suspected of having special needs are being identified and placed correctly in appropriate special education programs and to ensure that school district and preschool agency personnel have appropriate assessment and placement techniques.

Impact: Migrant children with special needs will be placed and more appropriately served in special education programs. The classification of migrant students will be corrected to ensure that the number of migrant children classified as mildly mentally retarded is about the same as for non-migrants. Special education and migrant education staff will improve their skills in the identification, assessment and placement of migrant students in special education programs.

Evaluation: This objective will be evaluated by evidence of a decrease in the number of migrant children classified as mildly mentally retarded and by the number of cooperative technical assistance workshops held.

Documentation: Achievement of this objective will be evidenced by reports on file in the migrant education office at OSPI.

OBJECTIVE 2: By September 30, 1987, student data will have been gathered, analyzed and disseminated to determine the number of mobile migrant children (those who reside in one school district less than 90 days) and migrant children not attending school who have need of a special education program.

Purpose: To provide information on the special education needs and services provided to the most mobile migrant children and on migrant children who do not attend school.

Impact: OSPI and local school districts will be better able to meet the special education needs of mobile migrants and migrants not attending school.

Evaluation: This objective will be evaluated as part of the annual end-of-year evaluation conducted by OSPI.

Documentation: Achievement of this objective will be evidenced by the analysis data report on file in the migrant education office at OSPI.

OBJECTIVE 3: By September 30, 1987, the OSPI will have communicated with the National Association of State Directors of Migrant Education, the Migrant Student Record Transfer System Committee and other national policy makers to implement the use of electronic mail to transfer the Individual Educational Plan (IEP) and other pertinent special education student data for migrant children.

Purpose: To provide current, complete data on the special education assessment process and program placement of the currently mobile child.

Impact: This will allow each migrant child with special education needs to be easily identified, assessed and placed in a special education program provided to ensure minimal disruption to the education of the child.

Evaluation: This objective will be evaluated as part of the annual end-of-year evaluation conducted by OSPI.

Documentation: This shall be documented by monitoring reports on file in the migrant education office at OSPI.

1.2c EARLY CHILDHOOD INSTRUCTION

Need

The average migrant family in Washington State includes 6.8 children of school or preschool age. Ninety-five percent (95%) of the preschool children in this group are non-English dominant, with the greater majority of these children being Spanish language speakers with essentially no command of English. During the high impact seasons when interstate migrant children make up a large percentage of the population, the number of monolingual Spanish speakers is much greater.

Statistics graphically demonstrate the exceptionally high rate at which children of migrant families fail to complete high school (as high as 85% in some heavily impacted agricultural districts). Many authorities attribute a major part of the alarmingly high dropout rate to problems originating in the elementary grades, brought about by the child's inability to deal with the English language demands of the school system. An early history of failure to perform in school is an excellent predictor of eventual failure to complete high school.

Much evidence* has been developed over the past decade that demonstrates that effective preschool intervention can prevent school failure for children. These effective preschool practices need to be implemented throughout Washington State so that school failure can be prevented for these bilingual migrant children. Preschool programs are funded through local school districts, educational service districts (ESDs), or nonprofit organizations. Preschool services provided to agencies through Chapter 1, Migrant Education funds will supplement services provided by Department of Social and Health Services, Head Start, Indian Migrant Program Division and/or Department of Labor.

Objectives

OBJECTIVE 1: By September 30, 1987, at least 2,000 migrant preschool children between the ages of three and six will have been provided preschool education.

Purpose: To reach 2,000 migrant children in a preschool setting in order to adequately prepare them for school entrance.

Impact: To increase the educational opportunity of migrant children who attend a preschool program and provide an effective educational bilingual program that will help to prevent school failure. It will also facilitate school attendance by school age siblings, so that older children do not have to babysit younger children.

Evaluation: Statewide enrollment figures will be compiled by each program.

Documentation: This will be evidenced by the end-of-year evaluation reports on file in the migrant education office at the Office of the Superintendent of Public Instruction (OSPI).

*David Weikart's High Scope Foundation, Ypsilanti, Michigan

Individual Bilingual Instruction Data (Louise Gustafson, Pasco; and Beverly McConnell, Pullman, Washington)

OBJECTIVE 2: By September 30, 1987, individualized assessment records for each child will have been developed and maintained in each migrant-funded preschool program.

Purpose: To ensure that an educational program appropriate for each individual child is developed and documented.

Impact: Each child will receive an educational program appropriate to his/her age and stage of development.

Evaluation: Assessment records for each child will be maintained.

Documentation: This shall be evidenced by program review reports on file in the migrant education office at OSPI.

OBJECTIVE 3: By September 30, 1987, culturally appropriate materials, activities, and experiences (both in English and in the home language) will have been in use at each preschool site.

Purpose: Materials used and activities implemented shall be appropriate to the age, developmental stage, culture, and home language for each child enrolled.

Impact: Each child will receive instruction using materials and activities that are appropriate to his/her needs.

Evaluation: Each preschool site will maintain a summary of the curriculum used.

Documentation: This shall be evidenced by program review reports on file in the migrant education office at OSPI.

OBJECTIVE 4: By September 30, 1987, there will be evidence of interstate/intrastate communication and coordination between and among agencies participating in preschool programs.

Purpose: To provide more effective and comprehensive programs.

Impact: Closer coordination will ensure that duplication of service and gaps in services will be minimized. In addition, it will ensure continuity of services.

Evaluation: Impact data will be collected on the number of projects involved, materials exchanged, joint inservice provided, and children served.

Documentation: This shall be evidenced by minutes and reports that are reviewed by program staff and on file in the migrant education office at OSPI.

OBJECTIVE 5: By September 30, 1987, there will be evidence that other sources of funding are secured and are being used in order to fully meet the needs of all migrant preschool age children.

Purpose: To ensure that a comprehensive program to enhance the development of the whole child is available (Example: full day services (more than 8 hours) = a comprehensive, developmental program which includes education, health, and physical development).

Impact: To provide well-rounded programs that truly meet the total developmental needs of the migrant child.

Evaluation: Programs will show plans for and/or sources of supplemental funding.

Documentation: This will be evidenced by budgets, project proposals, and program review reports on file in the migrant education office at OSPI.

1.2d SPECIAL PROGRAMS FOR SECONDARY MIGRANT STUDENTS

Need

Washington State Migrant Education Program staff, as well as educators and educational organizations, are concerned about the number of migrant students who have dropped out or are dropping out of school. This is not only occurring at the secondary level, but as early as the fifth grade. Studies conducted by a number of institutions and organizations indicate that at least 73% of migrant children entering primary grades fail to enter secondary level.

The national Migrant Education Program has given much attention to the educational problems of migrant children at the elementary level. Increased attention should be given to the needs of secondary school age students, specifically, by developing special academic and counseling programs which will: (a) work toward decreasing the migrant dropout rate at the secondary level, (b) work toward increasing the educational and academic success of secondary migrant dropout students in Washington State through alternative programs, and (c) coordinate an interchange of information about secondary students with other states.

Objectives

OBJECTIVE 1: By September 30, 1987, staff will have supported at least five (5) school district-sponsored workshops on dropout prevention in the state.

Purpose: To encourage and motivate migrant students at the secondary level by informing them of the benefits and importance of completing their education, and to provide referrals to educational/social programs for these students.

Impact: Potential and current dropout students will be given an opportunity to receive academic counseling.

Evaluation: A questionnaire will be developed to survey the effectiveness of workshops.

Documentation: Copies of agendas, list of participants, and evaluation results of each workshop will be kept on file and compiled in a report submitted at the end of the fiscal program year to the migrant education office at the Office of the Superintendent of Public Instruction (OSPI).

OBJECTIVE 2: By September 30, 1987, at least ten (10) local school districts will have offered a secondary credit exchange program.

Purpose: To assure that secondary school programs will be available to secondary students who are required to do agriculture/horticulture/fishery work during regular school hours.

Impact: Rapid and successful transfer of credits for all secondary migrant students attending a secondary exchange program will permit migrant students to receive and apply credits toward their graduation requirements.

Evaluation: Evaluation will be determined by the number of credits which will be accrued for all students enrolled in secondary credit exchange programs.

Documentation: This will be evidenced by end-of-year evaluation reports on file in the migrant education office at OSPI.

OBJECTIVE 3: By September 30, 1987, the Portable Assisted Study Sequence (PASS) Program model will offer correspondence courses to secondary migrant students statewide.

Purpose: To provide an additional education option to secondary migrant students.

Impact: The PASS Program will be available to migrant students with whole or partial credit deficiencies caused by their migrant life-styles.

Evaluation: A record will be accrued of the number of students who participated in the program and their accredited curriculum earned.

Documentation: Records of the students participating, the number of credits earned, and end-of-year evaluation reports will be on file in a central facility.

OBJECTIVE 4: By September 30, 1987, Migrant Education Program staff will have sponsored and supported one (1) statewide leadership conference for migrant students in grades 9-12.

Purpose: To provide an intensive structured opportunity to focus on a leadership role and responsibility to self, family, peers, and community. Further, to provide motivation and encouragement to secondary migrant students to complete school, expand choices, and set realistic achievable goals.

Impact: Secondary migrant students, including potential and current dropout students, will be given an opportunity to identify and develop personal leadership skills as well as a strategy for success in school.

Evaluation: A questionnaire will be developed to survey participants' opinions and suggestions.

Documentation: Copies of agendas, list of participants, and evaluation results of each workshop will be kept on file and compiled in a report submitted at the end of the fiscal program year to the migrant education office at OSPI.

OBJECTIVE 5: By September 30, 1987, Migrant Education Program staff will have made available to mainstream secondary counselors of migrant students, training in the use of student data on the national Migrant Student Record Transfer System (MSRTS) records, as an evaluation, guidance, and counseling resource for migrant students at the secondary level.

Purpose: The MSRTS secondary record is crucial in the accurate academic placement of the very mobile secondary student. If the appropriate mainstream staff know the information is available, and know how to interpret it correctly, it will be used to the positive advantage of migrant students.

Impact: If secondary nonproject staff involved in academic scheduling and placement of migrant students know about, and are able to use MSRTS data, greater continuity of student programming is assured. Most all secondary staff are nonproject employees.

Evaluation: A questionnaire will be developed to survey the effectiveness of workshops.

Documentation: Copies of agendas, list of participants, and evaluation results of each workshop will be kept on file and compiled in a report submitted at the end of the fiscal program year to the migrant education office at OSPI.

1.3 PARENT INVOLVEMENT

Need

The Office of the Superintendent of Public Instruction (OSPI) has, for the past fourteen years, supported and required parent involvement at the state and local levels to advise OSPI, local school districts, and preschool agencies of the needs of migrant children. Through this period, Washington State enhanced and developed academic and support service programs due largely to valuable input and concerns voiced by parents throughout the state.

OSPI continues to believe that parent involvement in education is an important part of the total educational process and is committed to continue supporting that effort.

Objectives

OBJECTIVE 1: By September 30, 1987, OSPI will have provided funds to support a State Advisory Committee (SAC) composed of the following: migrant parents, school district personnel, local school board directors, and an appointee from the Commission on Mexican-American Affairs.

Purpose: To maintain an active SAC to advise OSPI on the educational needs of migrant children in Washington State.

Impact: This will ensure that program direction continues to be given by professional and lay persons concerned about the education of migrant children.

Evaluation: The effects of the involvement and participation of SAC members will be reflected in the development of the annual State Plan.

Documentation: This shall be evidenced by records of by-laws, minutes, etc. on file in the migrant education office at OSPI and reports from Migrant Education Regional Offices (MEROs).

OBJECTIVE 2: By September 30, 1987, the Washington State Migrant Education Advisory Committee will have met at least four (4) times.

Purpose: To advise OSPI on the educational and supportive needs of migrant children.

Impact: Program planning made by OSPI will include input by the SAC.

Evaluation: The involvement and participation of SAC members will be reflected in the development of the annual State Plan.

Documentation: This shall be evidenced by directives, meeting minutes, and end-of-year evaluation reports on file in the migrant education office at OSPI.

OBJECTIVE 3: By September 30, 1987, at least two (2) days of preservice training will be provided to new members appointed to the SAC.

Purpose: To orient each new member to the purpose of the SAC, to his/her responsibilities, and to the functions and procedures of the Committee.

Impact: General knowledge will be achieved of the duties and responsibilities of each SAC member.

Evaluation: The degree of active participation of each member will attest to the effectiveness of the training.

Documentation: This shall be evidenced by records of preservice training meetings and agendas on file in the migrant education office at OSPI.

OBJECTIVE 4: By September 30, 1987, the SAC or individual members of the SAC will have received at least four (4) days of inservice training.

Purpose: To know how to effectively conduct a meeting, how to impact the development of the State Plan, and how to become an active member by learning how to review migrant education programs throughout the state.

Impact: Comprehensive knowledge on Committee activity will be gained.

Evaluation: A questionnaire will be developed and administered to assess the effectiveness of each training session.

Documentation: This shall be evidenced by records of inservice meetings and agendas on file in the migrant education office at OSPI.

OBJECTIVE 5: By September 30, 1987, 100% of the local school districts and preschool agencies implementing migrant education programs will have parent advisory committees (PACs) in which parents will have been involved through bilingual means in the planning, implementation, and evaluation of their local migrant education project. Involvement shall include reviews of academic progress, curriculum, and alternative education models.

Purpose: To have PACs assure parental involvement at all levels of migrant programs in Washington State.

Impact: Migrant parents will have better knowledge on how the local migrant education program can better serve the needs of their children.

Evaluation: The evaluation of parent participation will be included in reports of program review conducted by OSPI.

Documentation: This shall be evidenced by the program review reports on file in the migrant education office at OSPI, by membership and attendance rosters, bylaws, and minutes on file at the local school district and preschool agency offices.

OBJECTIVE 6: By September 30, 1987, OSPI will have provided funds to support parent advisory committees (PACs) in local school districts and preschool agencies implementing migrant programs.

Purpose: To ensure parent involvement throughout the state at the local and regional levels.

Impact: Parents will have the opportunity to become involved in their children's education.

Evaluation: The evaluation of PAC participation shall be included in the local school districts' and preschool agencies' annual end-of-year evaluations.

Documentation: This shall be evidenced by school district budgets on file which include funds for this activity.

OBJECTIVE 7: By September 30, 1987, technical assistance will have been provided through educationally, linguistically, and culturally prepared staff to parents and local school district/preschool agency personnel in the areas of parent education and involvement.

Purpose: To assist parents, and school district and preschool agency personnel in developing recruiting techniques and identifying strategies for parent involvement and active participation.

Impact: Parents, and school district and preschool agency personnel will have the opportunity to be trained as trainers on effective parental involvement strategies and techniques.

Evaluation: The evaluation of parent participation will be included as part of the annual end-of-year evaluation conducted by OSPI, specifically, through a survey of inservice logs and local school district inservice reports.

Documentation: This shall be evidenced by inservice logs on file in the migrant education office at OSPI.

OBJECTIVE 8: By September 30, 1987, local and regional workshops will have been made available to parents of migrant children in order to teach them techniques for helping their children at home.

Purpose: To assist parents in learning skills that can help them teach their children and give them confidence to plan, help implement, and evaluate the education program offered their children.

Impact: Parents will: (a) learn parenting skills, (b) learn how to teach their children to read and perform simple math computations, (c) learn how to review a student progress report, (d) learn how a student is placed in a migrant education program, (e) learn how to read a migrant project application, (f) learn how to file a grievance and complaint report, and (g) learn the basic steps of planning a migrant education project application.

Evaluation: A questionnaire will be developed and administered to participants to assess the effectiveness of each training session.

Documentation: This will be evidenced by school district workshops and agendas on file in the migrant education office at OSPI.

OBJECTIVE 9: By September 30, 1987, a minimum of two (2) regional parent awareness workshops will have been conducted involving school district and preschool agency staff and parents of children participating in local migrant education programs.

Purpose: To assist parents in learning skills that can help them teach their children and give them confidence to plan, help implement, and evaluate the education program offered their children. To assist district migrant staff in developing effective teaching techniques in order to better understand the needs of the migrant child.

Impact: Parents will: (a) learn parenting skills, (b) learn how to teach their children to read and perform simple math computations, (c) learn how to review a student progress report, (d) learn how a student is placed in a migrant education program, (e) learn how to read a migrant project application, (f) learn how to file a grievance and

complaint report, and (g) learn the basic steps of planning a migrant education project application. District staff will: (a) learn to teach parents effective learning techniques and activities to be used in the home, and (b) learn to understand and appreciate the ethnic and cultural values migrant parents place on their children's education.

Evaluation: An evaluation will be developed and administered to parents/participants to assess the effectiveness of each training session.

Documentation: This shall be evidenced by end-of-year evaluation reports, agendas, rosters, and logs kept on file in the migrant education office at OSPI.

1.4 IDENTIFICATION AND RECRUITMENT

Need

Rules and regulations governing the Migrant Education Program mandate that the State Education Agency describe in its plan the state's strategy for identifying and recruiting all eligible migratory children in the state. This is fundamental to the success of the Migrant Education Program in general.

There is a continuing need to focus on identification and recruitment of migrant students in those areas of the state where migrant activity is suspected.

The state must continue to support local school districts to assist them in completing eligibility, enrollment, health, and other forms for migrant children, particularly during the impaction periods.

Migrant students and their families need assistance from bilingual staff who will provide them information regarding health, welfare, and educational services. Migrant parents also need the support from staff to refer them to these existing agencies and to assist in securing services from these agencies.

There are continued requests for the Migrant Education Program to provide inservice and training to local school district and preschool agency staff in interpreting eligibility criteria, as well as certifying migrant children eligible for program services. Because of turnover in staff and program requirements, there remains a need for continuous inservice and training.

OBJECTIVES

OBJECTIVE 1: By September 30, 1987, migrant education staff will have provided, upon request, assistance in the identification and recruitment process to at least fifteen (15) school districts and/or preschool agencies with migratory children.

Purpose: To ensure that all currently migratory children who are eligible to be served in a school district's migrant education program, or who are of preschool age, are identified during impaction and enrolled in the MSRTS.

Impact: This effort will assist local school districts and preschool agencies in identifying and recruiting migrant children in a prompt manner.

Evaluation: The objective can be evaluated by reviewing Certificates of Eligibility (COEs) and monthly summaries maintained in the Migrant Student Record Transfer System (MSRTS) Office.

Documentation: This shall be evidenced by COEs on file in the MSRTS.

OBJECTIVE 5: By September 30, 1987, four regional staff development workshops for school district and preschool agency staff will be conducted to include the acquisition of communication skills and techniques to interact with migrant parents and staff.

Purpose: To assist school district staff in learning staff development skills that will help them communicate with and reach migrant parents.

Impact: School district staff will be able to better communicate with migrant parents.

Evaluation: A questionnaire will be developed by migrant education staff for completion by school district staff in order to assess the effectiveness of each training session.

Documentation: This shall be evidenced by end-of-year evaluation reports, agendas, questionnaires, rosters, and logs kept on file in the migrant education office at OSPI.

OBJECTIVE 6: By September 30, 1987, migrant education staff will have assisted school district personnel in identifying migrant students who are suspected of having dropped out of school.

Purpose: To assist school district personnel in establishing a process through which it can be determined whether migrant students have dropped out of school or have not been identified.

Impact: A more reliable system of counting migrants who have dropped out of school will be established at the local level and statewide.

Evaluation: This objective can be evaluated by reviewing COEs on file and summaries of projects maintained.

Documentation: This shall be evidenced by COEs on file in the MSRTS Office and summaries of projects as submitted to and maintained at the migrant education office at OSPI.

OBJECTIVE 7: By September 30, 1987, school district and preschool agency staff will have identified, certified, recruited, enrolled in the MSRTS, and/or revalidated the eligibility of all migrant children residing in their area.

Purpose: To ensure that all migrant children residing within migrant project school districts or preschool agencies are enrolled in migrant education programs and that MSRTS records are established and/or updated.

Impact: All migrant children will be enrolled in migrant education programs and MSRTS to minimize loss of educational opportunities due to mobility.

Evaluation: This will be evaluated by the accuracy, timeliness, and completeness with which COEs and MSRTS enrollment updates are completed.

Documentation: This will be evidenced by program review reports on file in the migrant education office at OSPI.

OBJECTIVE 2: By September 30, 1987, migrant education staff will have assumed full responsibility for identifying, certifying, and revalidating the eligibility of, and enrolling in the MSRTS, all migrant students residing in nonproject areas.

Purpose: To ensure that all migrant children residing within nonproject school districts are identified and enrolled in the MSRTS and to encourage the districts to implement programs for these students.

Impact: All migrant children will be currently enrolled in the MSRTS to minimize loss of educational opportunities due to mobility.

Evaluation: This will be evaluated by the accuracy, timeliness, and completeness with which these migrant children are enrolled in the MSRTS.

Documentation: This shall be evidenced by statistical reports on file in the MSRTS Office and in the migrant education office at the Office of the Superintendent of Public Instruction (OSPI).

OBJECTIVE 3: By September 30, 1987, all COEs completed by migrant-funded projects will be submitted to the MSRTS Office. Of these, 10% will be reviewed in detail for completeness and accuracy, and a 5% sample of families, along with those requested by local school districts or OSPI, will be interviewed.

Purpose: To ensure that all students identified and served in migrant education programs are eligible to be served.

Impact: The number of ineligible students will be reduced, thus saving local school districts and OSPI from audit exceptions.

Evaluation: This will be evaluated by a review of letters sent to districts noting errors, corrections and/or commendations regarding accuracy of COEs.

Documentation: This shall be evidenced by the results of COE reviews found in individual school district files in the MSRTS Office.

OBJECTIVE 4: By September 30, 1987, migrant education staff will have provided training to staff needing assistance in selected topics such as identification and recruitment techniques, and completion and sharing of COEs.

Purpose: To ensure that all staff in the program responsible for identification and recruitment are familiar with identification and recruitment techniques, including the completion of COEs and rules governing the eligibility of students, etc.

Impact: Staff will be able to carry out their identification and recruitment responsibilities properly.

Evaluation: This will be evaluated by the accuracy, timeliness, and completeness with which COEs are completed.

Documentation: This shall be evidenced by COE completion reports and program review reports on file in the migrant education office at OSPI.

OBJECTIVE 8: By September 30, 1987, MSRTS staff, school district and preschool agency staff will have referred those migrant families needing assistance and/or social services, to the appropriate agency(ies) and/or school district.

Purpose: To provide assistance to families needing referrals so that conditions that keep children from participating in instruction can be minimized.

Impact: Migrant children will have fewer obstacles to deal with while attending school in a migrant education program.

Evaluation: This will be evaluated by referrals logged by home visitors.

Documentation: This will be evidenced by program review reports on file in the migrant education office at OSPI.

1.5 MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

Need

The Education Consolidation and Improvement Act mandates that the MSRTS shall be maintained to (a) facilitate the transmittal of health and educational records for children of migratory workers, and (b) be the basis for determining fund entitlements and allocations to states participating in the Migrant Education Program.

In 1968, the United States Office of Education (USOE) and National Association of State Directors of Migrant Education (NASDME) determined that continuous academic and health records on migrant children were not being transferred from school to school within, between, and among states, and that this situation contributed to the failure of migrant students. The MSRTS was created to assure transmittal of migrant student records. In 1979, the USOE and the NASDME, after three years of work in developing such a system, designed and implemented a skills identification, recording, and transmittal program for reading, math, oral language, and early childhood education. The addition of this information is intended to ensure that more specific and relevant academic information will now be available to teachers who serve migrant children.

The large turnover rate of school district personnel and continuous upgrading of changes to the national MSRTS require continuous inservice to staff.

Staff must be maintained to ensure that all pertinent student record information is transmitted to the National Data Bank in Little Rock, Arkansas, on a daily basis. The success of the Washington State Migrant Education Program MSRTS operation continues to depend on this structure.

A monthly school district and preschool agency report containing enrollment and withdrawal information of migrant students, and their participation in migrant and non-migrant funded support and academic programs, is forwarded to the migrant education office at the Office of the Superintendent of Public Instruction (OSPI), migrant education regional offices, and to local school districts and preschool agencies by the MSRTS Office. These reports are necessary for complying with state and federal report requirements and for program planning.

Objectives

OBJECTIVE 1: By September 30, 1987, 100% of identified migrant children enrolled in the 1986-87 school year and 1987 summer school will have been enrolled in a timely manner in the MSRTS.

Purpose: To provide current health, Skills Information System (SIS) and academic data on each migrant child in Washington State.

Impact: This will allow each migrant child to have a record on the National Data Bank which can provide the opportunity for continuity of educational information for each student and for program design; it also ensures a more accurate basis for determining the funding allocation of Washington State.

Evaluation: Evaluation will be based on accuracy of back-up data and MSRTS student record forms in school districts and preschool agencies.

Documentation: This will be evidenced by statistical reports of school districts and preschool agencies on file in the migrant education office at OSPI.

OBJECTIVE 2: By September 30, 1987, all update information collected by school district and preschool agency personnel for currently-migratory and first and second year formerly-migratory students will have been submitted punctually and accurately to the MSRTS Office.

Purpose: To assure that student information being submitted to the MSRTS Office follows the priority criteria set by the Migrant Education Program and is entered accurately by school district and preschool agency personnel.

Impact: MSRTS Office personnel will be able to determine the accuracy of information being submitted by school district and preschool agency personnel.

Evaluation: Information being submitted by the school district and preschool agency will be reviewed to determine its accuracy.

Documentation: This will be evidenced by an end-of-year evaluation report of information being sent by school districts and preschool agencies to the MSRTS Office.

OBJECTIVE 3: By September 30, 1987, state and regional MSRTS training workshops and at least one hundred (100) school district and preschool agency follow-up inservice visits will have been provided to school district and preschool agency personnel, and migrant education-funded staff to include education, health data, and the Migrant Education Program accident insurance.

Purpose: To provide school district and preschool agency personnel with current MSRTS requirements and technical assistance to improve the efficiency and effectiveness of the system.

Impact: Better trained school district and preschool agency personnel who are kept current on changing MSRTS requirements and who are provided additional skills, will be able to update student information more accurately and promptly.

Evaluation: MSRTS Office staff will develop and administer an evaluation questionnaire to determine the effectiveness of each session.

Documentation: This will be evidenced by statistical reports from school districts and preschool agencies on file in the MSRTS Office.

OBJECTIVE 4: By September 30, 1987, all school districts and preschool agencies implementing a migrant instructional program will have established and will continue a data flow system within their school building to ensure proper communication between and among all personnel involved with establishing, recording, and updating of MSRTS student educational and health data.

Purpose: To provide administrative and instructional support of staff in school districts and preschool agencies with a data flow system which will enhance communication between and among staff to ensure accurate recording and updating of student records.

Impact: This will assure that timely educational data, important for the students' progress and continuity of education, are available.

Evaluation: Staff designated by OSPI will review project sites to assure that the data flow plan is implemented as established.

Documentation: A copy of the data flow plan will be on file in the migrant education office at OSPI.

OBJECTIVE 5: By September 30, 1987, 100% of all skills and educational and supportive data on migrant students received from participating local school districts and preschool agencies will have been transmitted in a timely manner to the National Data Bank.

Purpose: To ensure that the State of Washington fulfills its responsibilities so that current information is available to all school personnel within and among states and to assure that each migrant child's record is maintained.

Impact: This will provide for the continuity of educational information for each migrant student, for program design, and for teachers desirous of current information for proper placement of the migrant child.

Evaluation: National Data Bank terminal operator reports on accuracy of transactions will be reviewed.

Documentation: This will be evidenced by reports on file in the MSRTS Office.

OBJECTIVE 6: By September 30, 1987, end-of-year and summer school statistical reports, consisting of enrollments, updates and withdrawals, special program participation, status, and health data will have been compiled and submitted to the migrant education office at OSPI.

Purpose: To provide statistical data to the State Supervisor of the Migrant Education Program and the State Advisory Committee.

Impact: State personnel will reference these reports to determine accuracy of school district application data and to assess statewide developments of migrant student activity.

Evaluation: Each school district and preschool agency report will be examined for accuracy.

Documentation: This will be evidenced by end-of-year and summer school statistical reports on file in the MSRTS Office and in the migrant education office at OSPI.

OBJECTIVE 7: By September 30, 1987, monthly statistical reports, consisting of MSRTS enrollments, updates, withdrawals, special programs participation, status and health data, will have been compiled and distributed to each local school district, preschool agency, and OSPI by the 15th of each following month during the period of September through June.

Purpose: To provide monthly statistical data to the State Supervisor of the Migrant Education Program and school district and preschool agency migrant education staff for program planning and review.

Impact: Local school districts, preschool agency, and state Migrant Education Program staff will monitor on a monthly basis, MSRTS enrollments to identify the number of students being provided educational and support services and determine mobility patterns of migrant students.

Evaluation: Each school district and preschool agency report will be examined for accuracy and, on a sampling basis, the extent to which such information is being used by school district and preschool agency personnel for program planning will be determined.

Documentation: This will be evidenced by monthly statistical reports on file in the MSRTS Office and in the migrant education office at OSPI.

OBJECTIVE 8: By September 30, 1987, special reports will have been compiled upon request and distributed through OSPI.

Purpose: To provide special data reports to the State Supervisor of the Migrant Education Program, the State Advisory Committee, and/or school district and preschool agency migrant education staff.

Impact: These statistics will be beneficial to state, school district staff, and the State Advisory Committee so that current and accurate information will be available in the planning and implementation of the Migrant Education Program.

Evaluation: Each school district and preschool agency report will be examined for accuracy.

Documentation: This will be evidenced by special statistical reports on file in the MSRTS Office and in the migrant education office at OSPI.

OBJECTIVE 9: By September 30, 1987, technical assistance and inservice will have been provided to all school districts and preschool agencies requesting training and assistance in the accident insurance program provided to migrant students enrolled in the MSRTS.

Purpose: To assure that all school district personnel and parents are knowledgeable of insurance benefits and proper claim procedures.

Impact: This will provide a statewide understanding of the accident insurance coverage program to all personnel and parents so that migrant students can benefit the most.

Evaluation: Inservice training reports will be on file documenting workshop sites and participants. Evaluation questionnaires will also be developed and implemented to determine the effectiveness of each workshop.

Documentation: This will be evidenced by evaluation and technical assistance reports on file in the MSRTS Office.

OBJECTIVE 10: By September 30, 1987, 100% of all accident insurance claims will be processed by MSRTS staff for ensuring accuracy and verifying eligibility of all claims paid by the accident insurance carrier.

Purpose: To assure that all insurance claims will be processed by the MSRTS staff for ensuring accuracy and verifying eligibility of all claims paid by the accident insurance carrier.

Impact: This internal check will improve coordination with the insurance carrier and assures that only eligible claims are processed.

Evaluation: As evidenced by a record of claims processed through the MSRTS Office and paid by the insurance carrier.

Documentation: This will be evidenced by a report of the number of claims filed and submitted to the insurance carrier and filed in the MSRTS Office.

OBJECTIVE 11: By September 30, 1987, migrant education staff will provide technical assistance training to school districts implementing a computerized management information system.

Purpose: To provide technical assistance training to administrative and instructional personnel at the school district level to better manage their migrant program.

Impact: School district personnel will be able to better assess and plan for student needs as a result of generating current and rapid information on migrant students being served in instructional programs.

Evaluation: Management Information System (MIS) reports generated at the school district level will be monitored by OSPI.

Documentation: This will be evidenced by school district end-of-year reports filed in the migrant education office at OSPI.

OBJECTIVE 12: By September 30, 1987, migrant education staff, in cooperation with local school districts, will implement and maintain a computerized communication network which will transmit MSRTS enrollment and update information to the MSRTS Office and/or the National Data Bank via a computer hook-up.

Purpose: To ensure that migrant students are enrolled immediately and that local school districts receive MSRTS records on a timely basis.

Impact: This will provide for the continuity of instructional programs for migrant students in each local school district.

Evaluation: Statistical reports will be reviewed to determine the amount of transmission being made by this computer network. An evaluation document will be developed to determine the effectiveness of this program.

Documentation: This will be evidenced by monthly and end-of-year statistical reports on file at the local school district and MSRTS Office.

1.6 MEDIA

Need

The Dissemination Program is a vital link in communicating information about the Migrant Education Program among migrant personnel and the general public within the State of Washington and in other states. Through this communications link--including radio news, television news, and newspapers--school districts, state personnel, parents, and general public can stay abreast of local, state, and national trends in migrant education. The Dissemination Program is a key factor in promoting interstate, intra-state, and interagency cooperation. It helps with identification and recruitment by directly informing migrant parents of migrant education services and of local service outlets.

Objectives

OBJECTIVE 1: By September 30, 1987, the statewide Dissemination Program will provide, as requested, graphic arts materials and language translations for migrant education staff at the local, educational service district (ESD), and state levels.

Purpose: To provide Migrant Education Program staff support with graphics and translation services.

Impact: Components will benefit directly by obtaining graphics and translation materials tailored for their use. Non-English-speaking migrant students will benefit directly from use of the materials by education staff.

Evaluation: Migrant Education Program staff will be surveyed to determine the usefulness and effectiveness of the graphics and translation materials developed.

Documentation: All job order requests will be on file in the Dissemination Program office.

OBJECTIVE 2: By September 30, 1987, at least ten issues of the bilingual Migrant Education News will have been published and disseminated to educators, migrant parents, and the general public.

Purpose: School district staff, other migrant agencies, public officials, migrant parents, and the general public in Washington State and other states will be kept informed of state and national issues, programs, etc.

Impact: Information in the newsletter is designed to inform readers about migrant education functions and activities, so they may become more familiar with and will be in support of the program.

Evaluation: School districts, mass media outlets, migrant parents, and the general public in Washington State will be surveyed regarding the usefulness of newsletter content.

Documentation: This shall be evidenced by survey reports and copies of newsletters on file in the Dissemination Program office.

OBJECTIVE 3: By September 30, 1987, local school districts and preschool agencies, with assistance from the State Dissemination Program, will disseminate information pertaining to the Migrant Education Program to all residents of their districts.

Purpose: To share with all residents of their districts, information pertaining to the Migrant Education Program.

Impact: Sharing information with community residents will provide greater understanding of the Migrant Education Program and awareness of the plight of migrant children.

Evaluation: This will be evaluated by samples of information disseminated and a sampling of school district/preschool agency satisfaction.

Documentation: This shall be evidenced by dissemination plans on file in school districts and review of such plans by program reviewers; reports of such services will also be on file in the migrant education office at the Office of the Superintendent of Public Instruction.

1.7 HEALTH

Need

Health care continues as one of the highest priority needs of migrant children. National studies indicate that health care, particularly preventive care, is consistently neglected among families whose annual income falls at or below the poverty level in the United States. This includes most migrant families.

Basic to educating migrant children is the need to remove those factors, overt and hidden, which impede the migrant child's ability to attend school and achieve higher academic development. An undernourished child cannot and will not be able to learn, regardless of the most competent educational services provided him/her.

Concurrently, health education must be offered children so that they can begin at an early age to learn more about health, nutrition, and hygiene. Students must learn the value of preventive health and develop the knowledge to utilize existing health care systems. Supplementary health care services may be provided to augment existing resources available through other agencies and resources in the community.

Also evident in the migrant child's living environment is exposure to pesticides, hazardous equipment, and other life threatening situations. A migrant family's mobile lifestyle does not include the traditional protection of insurance or agency benefits. Accident and illness frequently compound the mobility factor and adversely affect the migrant child's education. It is, therefore, imperative to offer the children of these families at least minimum protection by providing them not only a physical examination but also accident insurance. In 1984-85, 21,096 migrant students were provided accident insurance.

Objectives

OBJECTIVE 1: By September 30, 1987, a minimum of 4,000 migrant students enrolled in the Migrant Student Record Transfer System (MSRTS) and local school districts/preschool agencies will have received health assessments from contracting agencies.

Purpose: To determine if these children can participate effectively in instructional services.

Impact: To remove health factors which impede migrant students' abilities to attend school and develop effectively, mentally, and chronologically. This is imperative if the migrant child is to progress academically in a normal manner.

Evaluation: The number of children receiving health screenings and/or physical examinations and other health information will be examined to determine the extent to which children are being properly examined.

Documentation: This will be evidenced by end-of-year evaluation and MSRTS reports on file in the migrant education office at the Office of Superintendent of Public Instruction (OSPI).

OBJECTIVE 2: By September 30, 1987, educational health awareness and safety programs will have been provided to migrant students enrolled in school and the MSRTS.

Purpose: To educate migrant children at an early age about health awareness and safety programs.

Impact: Students will learn of the benefits of sound and safe health practices.

Evaluation: Records of the number of migrant staff receiving health awareness and safety education programs will be noted.

Documentation: This will be evidenced by reports on file in the migrant education office at OSPI.

OBJECTIVE 3: By September 30, 1987, the Migrant Education Program will have provided accident insurance coverage to migrant children enrolled in MSRTS and attending a bonafide educational program.

Purpose: To ensure that a migrant child attending a bonafide educational program who has an accident will receive prompt treatment, enabling that child to continue to participate effectively in school.

Impact: These migrant children will be promptly treated thus allowing them to return to school as quickly as possible to continue their education.

Evaluation: The number of children enrolled in MSRTS who have accidents covered by MSRTS insurance will be reviewed.

Documentation: This will be evidenced by the migrant accident insurance policy and statistical reports on file in the MSRTS Office and in the migrant education office at OSPI.

EVALUATION DESIGN

The Washington State Program for Migrant Children's Education collects data on state programs for three purposes:

1. To provide information for state management needs.
2. To report and describe services to the federal government rendered under the state's grant award.
3. To assess migrant student achievement.

A brief description of the data elements and reporting system for each of these areas are described below:

Management Information

Formative data needs are met through the use of two computer systems. The Migrant Student Record Transfer System (MSRTS) is a national computer network that focuses on documenting migrant student attendance patterns and facilitates the transfer of student records. By using the MSRTS, school districts report their child counts by the month enabling a more accurate view of the number of children eligible for service in Washington State.

A second data collection process is coordinated through the State Education Agency. All projects supported by migrant education funds are required to submit verification of program services via state program reports. The Testing and Evaluation unit processes the application and end-of-year reports and supplies information and special reports to program managers.

Description of Program Services and Trends

The evaluation unit prepares an annual report of Migrant Education Program services. This report details the activities rendered under the federal grant award to the state for a specific fiscal year. The report includes sections on eligible and served students by district, health services, special project operations, state advisory committee activities, and the operation of the MSRTS in Sunnyside, Washington and Migrant Education Regional Offices in Mount Vernon and Yakima, Washington. The data reporting forms for the Chapter 1 Migrant Education Program have remained constant for the last six years. Because of this, program trend data are available for an eight year period.

Student Achievement

The Washington Administrative Code 302-164-085 requires that local education agencies ". . . provide a plan for some form of ongoing or continuous assessment which shall be in operation during the dates of the project." The state thus requires local evaluation but does not impose a standardized evaluation format or a specific test. Similarly, federal evaluation models for migrant education programs have not been offered. Migrant student achievement, however, is monitored through the statewide

assessment program. This assessment is conducted yearly in October, and teachers designate students within special programs such as Chapter 1, Regular or Chapter 1, Migrant Education Programs. Comparisons of migrant students can be made too with other fourth grade students, other compensatory program students, and national norm groups.

In addition, achievement data using the Title I Evaluation and Reporting System (TIERS) are collected from school districts on a voluntary basis.

PROGRAM REVIEW

The Education Consolidation and Improvement Act (ECIA), Chapter 1, Migrant Education Program, is administered through the Office of the Superintendent of Public Instruction (OSPI). Within OSPI, the Chapter 1, Migrant Education Program is assigned to the Division of Instructional Programs and Services. In compliance with P.L. 98-211, state monitoring is not a requirement. To ensure local agency compliance with: (1) all applicable Chapter 1, Migrant requirements; (2) conformity with approved applications; and (3) evidence of effectiveness, Washington State will continue to review Chapter 1, Migrant Education Programs using the following process:

1. Regular Program Review Visits by SEA Personnel to Chapter 1 Migrant Projects

A. Frequency of Visits --

- (1) Total number of school districts in which services will be provided under the state's Chapter 1 Program for migratory children: 63 districts and 8 special projects.
- (2) Number of districts that will be visited each year: 32 districts and 8 special projects.

B. Selection of Districts to be Visited --

The 63 districts will be selectively placed into one group so that all will be reviewed within two years.

2. Purpose and Scope of Program Review

Each Chapter 1, Migrant Education project visited by SEA staff will be reviewed for compliance with all applicable Chapter 1, Migrant Education requirements, conformity with the approved applications and assurances, and evidence of effectiveness. A list of program areas to be reviewed during on-site review of Chapter 1, Migrant Education projects can be found on the following page.

Each district and special project within the State of Washington receiving ECIA, Chapter 1, Migrant Education funds is reviewed on a consistent basis. Although the primary function of these visits is to review Chapter 1, Migrant projects for compliance, program review must be a process through which the SEA can assist local educational agencies and special projects in identifying a potentially out-of-compliance activity during program operation rather than after the program has ended. This review should be a positive experience.

At the conclusion of this visitation, an exit interview is conducted. The reviewer delineates the findings, including commendations, recommendations and areas of concern.

School District _____
 Project Director _____
 ESD _____
 Reviewer _____

DUE DATE FOR RESPONSE
 TO EXCEPTIONS _____

Date of Review _____

CHAPTER 1, MIGRANT EDUCATION PROGRAM REVIEW CHECKLIST

Identification and Recruitment (I&R)

- | YES | NO | N/A | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | 1. COEs are accurately completed and on file for all eligible children. |
| ☐ | ☐ | ☐ | 2. Active identification and recruitment of students in all areas of district is being done during time that parents are able to be reached at home. |
| ☐ | ☐ | ☐ | 3. Home liaison time (work schedule) is flexible to allow visits to homes when parents are there. |
| ☐ | ☐ | ☐ | 4. Documentation is available that home liaison activities are occurring to meet required needs of Chapter 1, Migrant programs and parents. |
| ☐ | ☐ | ☐ | 5. Followup is done after districts have submitted corrective COE information resulting from a request made by the MEIRP office. Parent initials are obtained when required. |
| ☐ | ☐ | ☐ | 6. Basis for eligibility of student(s) is accurately completed and can be verified. |
| ☐ | ☐ | ☐ | 7. Home liaison FTE is appropriate for number of migrant children in the district. |
| ☐ | ☐ | ☐ | 8. Home liaison FTE, as approved in the application, is implemented and documented. |
| ☐ | ☐ | ☐ | 9. Revalidations are done correctly - 365 days from initial LQM and yearly thereafter; completed COEs are used for revalidation when appropriate. |
| ☐ | ☐ | ☐ | 10. Home liaison activities are prioritized according to state/federal requirements, e.g., I&R, COEs, etc. |
| ☐ | ☐ | ☐ | 11. Home liaison is aware of eligibility requirements. |



School District _____ DATE _____

- | YES | NO | N/A | |
|--------------------------|--------------------------|--------------------------|---|
| ☐ | ☐ | ☐ | 12. All eligible children, including out-of-school, are appropriately identified and included on the COE (ages 0-21). |
| ☐ | ☐ | ☐ | 13. List of secondary drop-out students is sent to MEIRP once each school term (quarter or trimester.) |
| ☐ | ☐ | ☐ | 14. Checksheet on COE is completed and used for management data. |
| ☐ | ☐ | ☐ | 15. Home liaison receives available inservice through MEIRP. |
| ☐ | ☐ | ☐ | 16. The Accident Insurance Program is explained to the parents by home visitor and is documented. |

Comments _____

Migrant Student Record Transfer System (MSRTS)

- | YES | NO | N/A | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | 17. All students are enrolled into the MSRTS within ten days of being identified. |
| ☐ | ☐ | ☐ | 18. SIS information is reported for students on a regular basis and when students withdraw from school as required by MSRTS. |
| ☐ | ☐ | ☐ | 19. Secondary credit accrual information is reported for students at the end of each term into the MSRTS. |
| ☐ | ☐ | ☐ | 20. MSRTS educational supportive data and health data is reported on a regular basis as required by MSRTS. |
| ☐ | ☐ | ☐ | 21. MSRTS educational and health data received from MSRTS is disseminated to all pertinent users. |
| ☐ | ☐ | ☐ | 22. MSRTS clerk FTE, as approved on application, is implemented and documented. |
| ☐ | ☐ | ☐ | 23. Data on the MSRTS records are checked for accuracy after they are received back from the national MSRTS office. |

School District _____ DATE _____

- | YES | NO | N/A | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | 24. MSRTS FTE is appropriate for number of children in program. |
| ☐ | ☐ | ☐ | 25. MSRTS enrollment and COE data are consistent. |
| ☐ | ☐ | ☐ | 26. Accident insurance claims are completed correctly and sent in on a timely basis to the insurance company, as documented by LEA designee. |
| ☐ | ☐ | ☐ | 27. MSRTS clerks received inservice from MSRTS office. |

Comments _____

Instruction

- | YES | NO | N/A | |
|--------------------------|--------------------------|--------------------------|--|
| ☐ | ☐ | ☐ | 28. Individual student objectives are designed to meet the specific needs of each child. |
| ☐ | ☐ | ☐ | 29. Documentation of student progress toward meeting individual goals is evident. Student progress is shared with parents. |
| ☐ | ☐ | ☐ | 30. Instructional staff FTE, as approved in application, is implemented and documented. |
| ☐ | ☐ | ☐ | 31. The program size and scope implemented corresponds to the approved application. |
| ☐ | ☐ | ☐ | 32. Books/materials being used for instruction are appropriate to subjects being taught. |

Comments _____

Management

- | YES | NO | N/A | |
|--------------------------|--------------------------|--------------------------|---|
| ☐ | ☐ | ☐ | 33. Needs assessment for design of program is appropriate and documented. |
| ☐ | ☐ | ☐ | 34. The district has implemented assurances in effect for 1982-85. |

School District _____

DATE _____

- | YES | NO | N/A | |
|--------------------------|--------------------------|--------------------------|---|
| ☐ | ☐ | ☐ | 35. Parental involvement in planning, implementation and evaluation of program is evident and documented. |
| ☐ | ☐ | ☐ | 36. Parental involvement and PAC activities correspond to application description. |
| ☐ | ☐ | ☐ | 37. Interview of parent(s) indicates appropriate knowledge of programs. |
| ☐ | ☐ | ☐ | 38. There is evidence that the program was designed in consultation with parents. |
| ☐ | ☐ | ☐ | 39. Budget expenditures are within activities as approved by OSPI. |
| ☐ | ☐ | ☐ | 40. Management FTE as approved in application is documented. |
| ☐ | ☐ | ☐ | 41. Program is supplementary to basic education. |
| ☐ | ☐ | ☐ | 42. Other supplementary and special programs are accessible to all migrant students in the school. |
| ☐ | ☐ | ☐ | 43. Students receiving instructional services from Chapter 1, Migrant are all current migrants or ones who have been settled-out less than two years. |
| ☐ | ☐ | ☐ | 44. Students receiving instructional services from Chapter 1, Migrant who are settled out more than 2 years have special needs documented. |
| ☐ | ☐ | ☐ | 45. All replacement models (RPLs) are supported by documentation that no comparable basic education courses are available to meet student needs. |
| ☐ | ☐ | ☐ | 46. RPL formula is calculated and applied correctly. |
| ☐ | ☐ | ☐ | 47. Model 007 is as described in application. |
| ☐ | ☐ | ☐ | 48. Eligibility and entry criteria for PASS are being adhered to as stipulated by Chapter 1, Migrant directives. |
| ☐ | ☐ | ☐ | 49. Priorities for, and access to, physical examinations are being adhered to as stipulated by Chapter 1, Migrant directives. |

School District _____

DATE _____

- | YES | NO | N/A | |
|--------------------------|--------------------------|--------------------------|---|
| ☐ | ☐ | ☐ | 50. Entry criteria for secondary night schools is developed, documented and used as noted in guidelines. |
| ☐ | ☐ | ☐ | 51. Secondary night school program implemented corresponds to the approved application. |
| ☐ | ☐ | ☐ | 52. Flexibility in staffing, suport services, credit accrual policies is present for secondary night schools. |
| ☐ | ☐ | ☐ | 53. Entry criteria for summer schools is developed, documented, and used as noted in guidelines. |
| ☐ | ☐ | ☐ | 54. Summer school program implemented corresponds to the approved application. |
| ☐ | ☐ | ☐ | 55. Flexibility in staffing, suport services, credit accrual policies is present for summer schools. |
| ☐ | ☐ | ☐ | 56. Entry criteria for spring influx program is developed, documented and used as noted in guidelines. |
| ☐ | ☐ | ☐ | 57. Spring influx program implemented corresponds to the approved application. |
| ☐ | ☐ | ☐ | 58. Flexibility in staffing, suport services, credit accrual policies is present for spring influx program. |
| ☐ | ☐ | ☐ | 59. An accurate and current equipment inventory is maintained. |
| ☐ | ☐ | ☐ | 60. Use of equipment satisfies program requirements. |
| ☐ | ☐ | ☐ | 61. Other _____ |

Comments _____

Any item marked "No" requires a written plan of correction within 30 days of this report.

I039QB.02

INSERVICE TRAINING

Persons responsible for inservice training at the SEA level are:

Raul de la Rosa, Director
Supplementary Education Programs
Sharon Huck, Assistant Supervisor
Chapter 1 Migrant Programs
(Vacant), Specialist
Migrant Children with Exceptional Needs Program
James Rigney, Facilitator/Trainer
Chapter 1, Migrant Programs

Persons responsible for inservice training at the MSRTS/Migrant Education
Regional Offices are:

Ignacio "Joe" Resendez, Director
Migrant Student Record Transfer System
Migrant Education Identification and Recruitment Program
Coordinator/Trainers and Trainers
Inservice and Parental Involvement Component--(Reading, Math,
Bilingual, Oral Language, Parents)

INSERVICE SUMMARY

	LEA STAFF	PARENTS	SAC	- - - - -TIMELINE BY MONTH- - - - -												COST
				J	F	M	A	M	J	J	A	S	O	N	D	
<u>MIGRANT EDUCATION</u>																
<u>REGIONAL OFFICES:</u>																
ESL	200	0		X	X	X	X	X	X	X	X	X		X	X	\$ 17,500
Math	200	0		X	X	X	X	X	X	X	X	X	X	X	X	17,500
OLD	200	0		X	X	X	X	X	X		X	X	X	X	X	17,500
Parental Involvement	400	1,000	15	X	X	X	X	X	X	X	X	X	X	X		50,000
Reading	200	0	0		X	X	X	X	X			X	X	X	X	10,000
Secondary	100	50	15	X	X	X	X	X	X	X	X	X	X	X	X	10,000
Classroom Management Systems	7		0		X	X										10,000
Other Inservice		150	15	X	X	X	X	X			X	X	X	X	X	5,000
SUBTOTAL																\$137,500
<u>MIGRANT STUDENT RECORD</u>																
<u>TRANSFER SYSTEM AND</u>																
<u>IDENTIFICATION & RECRUITMENT:</u>																
Education	250		15	X	X	X	X	X	X	X	X	X	X	X	X	\$ 20,000
Health	250	350	15	X	X	X	X	X	X	X	X	X	X	X	X	10,000
Accident Insurance	250	350		X	X	X	X	X	X	X	X	X	X	X	X	10,000
Skills Information System	500			X	X	X	X	X	X	X	X	X	X	X	X	20,000
Secondary Credit Accrual	250	200		X	X	X	X	X	X	X	X	X	X	X	X	15,000
Eligibility	250	200	15	X	X	X	X	X	X	X	X	X	X	X	X	70,000
SUBTOTAL																\$145,000
TOTAL COSTS (STAFF TIME ONLY)																\$282,500

MEMBERSHIP/REPRESENTATION
ON THE
WASHINGTON STATE MIGRANT EDUCATION ADVISORY COMMITTEE

	- - - - TERMS - - - -		- - - - REPRESENTATION - - - -	
<u>Name</u>	<u>Appointed</u>	<u>Expires</u>	<u>Group</u>	<u>School District</u>
AVELAR, KIM	3/15/86	6/30/88	LEA Community Aide	Walla Walla
CASTANEDA, FIDELINA	3/15/86	6/30/88	Parent	Kennewick
DOMINGOS, LES	9/18/84	6/30/86	Principal	Pasco
FULTON, SUSAN	6/13/83	6/30/87	School Administrator	Prosser
GARZA, TINA	10/07/85	6/30/87	Parent	Othello
HERNANDEZ, EDUARDO	4/12/85	6/30/87	Parent	Mabton
JOHNSON, DALE, DR.	8/01/85	6/30/87	Board Member	College Place
OCHOA, LOUIS	10/07/85	6/30/87	Mexican-American Commission Representative	
PERALTA, CLOTILDE	3/15/86	6/30/88	Parent	Pasco
REICHENBERGER, MIKE	3/15/86	6/30/88	Parent	Ocosta
RODRIGUEZ, FRANCISCO	3/01/82	6/30/86	Parent	Moses Lake
SANDOVAL, ESQUIO	4/12/85	6/30/87	Parent	Yakima
WILLIAMS, ROY E., DR.	10/07/85	6/30/87	Superintendent	Toppenish

VACANCIES:

2 Parent Positions

1 Migrant Resource Room Teacher Position

ECIA, CHAPTER 1, WASHINGTON STATE MIGRANT EDUCATION ADVISORY COMMITTEE

I. DUTIES OF THE CHAPTER 1, MIGRANT EDUCATION ADVISORY COMMITTEE

- A. To assist the Superintendent of Public Instruction (SPI) in the development and operation of the ECIA, Chapter 1, Washington State Migrant Education Program, with emphasis in the following areas:
1. To assist the SPI in preparation of the ECIA, Chapter 1, Migrant Education State Plan.
 2. To make recommendations to the SPI concerning administration of the ECIA, Chapter 1, Migrant Education State Plan.
 3. To assist the SPI in developing criteria for approval of projects funded under the terms established by the ECIA, Chapter 1, Migrant Education State Plan.
 4. To assist the SPI in reviewing projects for funding within the terms established by the ECIA, Chapter 1, Migrant Education State Plan.
 5. To assist the SPI in evaluation of the ECIA, Chapter 1, Migrant Education State Plan.
 6. To assist the SPI in disseminating information related to the State Chapter 1, Migrant Education Program.
- B. To help establish and use clear communication channels between the SPI and organizations and target groups concerned with ECIA, Chapter 1, Migrant Education project activity.
- C. To submit to the SPI appropriate reports upon completion of tasks assigned to the Committee by the SPI or mandated by the ECIA, Chapter 1, Migrant Education State Plan, including an annual report of committee activities, recommendations and evaluations to the SPI and to the U. S. Commissioner of Education.

II. OPERATING PROCEDURES OF THE ECIA, CHAPTER 1, MIGRANT EDUCATION ADVISORY COMMITTEE

A. Selection of Members and Term of Office

All members shall be officially appointed by the SPI for two-year terms of office, with subsequent reappointment possible for one successive two-year term. Initial appointments shall be divided between one- and two-year memberships. Potential parent members may be nominated by local Parent Advisory Committees, such nominees to be considered for appointment by the SPI along with others suggested by staff, the State Advisory Committee, or other sources. Nominees submitted from local migrant education parent advisory committees shall be selected at official meetings of record, with a list of such nominees to be forwarded by the State Chapter 1, Migrant Education Advisory Committee to the SPI

through the State Migrant Education Program director (State Advisory Committee liaison person). Terms of office shall expire on June 30 of the second year following appointment. The term of office shall be specified in the letters of invitation sent by the SPI to Committee members. Each appointment shall be effective and each committee member shall begin serving upon the filing of his or her written acceptance with the SPI.

B. Committee Composition

ECIA, Chapter 1, Washington State Migrant Education Advisory Committee membership shall consist of not more than 16 and not less than 14 members. At least 51 percent of the Advisory Committee membership shall consist of parents of children who are enrolled in migrant education programs or who have been enrolled in such programs during a five-year period preceding a parent's appointment. Membership also shall represent various geographic areas and, in addition to parents of migrant children, at least the following interest groups: teachers; principals or migrant education managers; migrant program aides; school superintendents; and local school board directors.

State and/or county employment security, welfare or health agencies; interagency task forces or committees involved in migrant education, and other appropriate groups may be appointed as necessary as non-voting committee or ad hoc subcommittee members. All members representing organizations and agencies shall be active participants in migrant education programs or related activities. Individual members may not represent more than one of the above groups.

C. Voting

Each voting member shall be entitled to one vote and may cast that vote on each matter submitted to a vote on the ECIA, Chapter 1, Washington State Migrant Education Advisory Committee--except on motions recommending acceptance or rejection of specific project proposals submitted from a district by whom a member is employed or in which a member lives. Absentee ballots shall not be permitted.

D. Termination of Membership

Failure on the part of a Committee member to attend any three Committee meetings during a twelve-month period shall constitute resignation from the ECIA, Chapter 1, Washington State Migrant Education Advisory Committee. Membership also shall terminate if a member transfers actual residence from the State of Washington or moves from a migrant funded to a non-migrant funded district, ceases to be an employee and/or member of the agency or organization which he or she was selected to represent, or is considered by the SPI to be in violation of conflict of interest limitations as specified in Section P of these operating procedures.

E. Alternates

An Advisory Committee member may send an alternate to Advisory Committee meetings, provided formal notification has been provided by the Advisory Committee member to the executive secretary and/or SPI at least one week prior to the meeting date. An alternate shall have voting power.

No one person shall serve as an alternate for more than two regular meetings and an alternate must qualify as a representative of the interest group or agency represented by the Committee member being replaced.

F. Chairperson

The chairperson shall preside at all meetings of the Committee and will sign all letters, reports, and other communications of the Committee. In addition, he or she shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the Committee from time to time. The chairperson shall be selected for a one-year term by a majority vote of the Advisory Committee membership at the first regular Advisory Committee meeting of each fiscal year. The chairperson may be reelected for two successive terms.

G. Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and he or she shall perform such other duties as from time to time may be assigned by the chairperson or by the Advisory Committee. The vice-chairperson shall be elected by Advisory Committee membership in the same manner and for the same term of office as the chairperson (See Section F).

H. Executive Secretary (SPI Staff Liaison Person)

The executive secretary shall be appointed by the State Superintendent of Public Instruction and shall cause to be kept the minutes of the meetings (both regular and special) of the Advisory Committee and shall promptly transmit to each of the members, to the SPI, and to such other interested persons, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; be custodian of the Committee's attendance and other records; keep a current register of the addresses and telephone numbers of the members of the Committee; and in general, perform all duties incident to the office of the executive secretary.

I. Meetings of the Advisory Committee

Regular Meetings

The Advisory Committee shall meet 5 to 7 times each year or at the call of the SPI.

Special Meetings

Special meetings may be called by the Superintendent of Public Instruction.

Place of Meetings

The Advisory Committee shall hold its regular meetings and its special meetings in a facility approved by the SPI.

Notice of Meetings

Regular meetings must be preceded by reasonable notice. Any change in the established date, time, or location must be given special notice. All special meetings shall be preceded by reasonable notice. Any required notice shall be in writing; shall state the hour, day and location of the meeting; and shall be delivered either personally or by mail to each member not less than seven days or more than three weeks before the date of such meetings.

J. Special Committees

Such special task forces and/or ad hoc committees may be called into existence for specific purposes and for designated time periods by the chairperson with the concurrence of the executive secretary and/or the State Superintendent. An executive committee, the composition and duties for which shall be recommended by the Advisory Committee and approved by the SPI, may be formed to facilitate operations of the Advisory Committee.

K. Quorum

The presence of a majority of the voting members shall be required in order to constitute a quorum necessary for the transaction of the business of the Advisory Committee.

L. Conduct of Meetings

All regular and special meetings of the Advisory Committee shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaption thereof.

M. Decisions of Advisory Committee

All decisions of the Advisory Committee shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

N. Meetings Open to the Public

All meetings of the Committee shall be open and public and all persons shall be permitted to attend any meeting in compliance with and under the conditions provided for in RCW Ch. 42.30.

O. Committee Expenses

Members will be paid expenses for attendance at committee meetings and activities in behalf of SPI to the extent and for such purposes as allowed state employees by Rules and Regulations of the Office of Financial Management. Other expenditures required to conduct Committee business, such as meeting site rentals, shall be provided in accordance with fiscal authorization policies and procedures of the SPI.

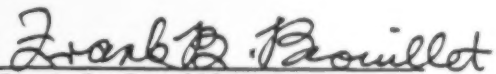
P. Conflict of Interest

No person shall be eligible for appointment to the ECIA, Chapter 1, Migrant Education Advisory Committee, nor shall any member continue serving as a member of the Advisory Committee if that person:

- (1) Is, or becomes, a party to any contract with the office of the Superintendent of Public Instruction which is concerned with, or relates to, the same subject area or program over which the Advisory Committee has jurisdiction; or
- (2) Is, or becomes, an officer, director, trustee, partner or employee of any person (including partnerships, corporations, etc.) which is a party to any contract with the office of the Superintendent of Public Instruction which is concerned with, or relates to, the same subject area or program over which the Advisory Committee has jurisdiction.

Q. Limits of Authority

The Advisory Committee shall have no power to enter into contracts of any nature, or dispense public funds. In the absence of the Superintendent's written consent, no Committee member shall be required to provide any sum of money, property, or services other than the services described herein, to the Advisory Committee. The Advisory Committee shall have no powers beyond those expressly set forth herein.


Frank B. Brouillet
State Superintendent
of Public Instruction

6/10/83
Date

I039QG.10

GEOGRAPHICAL AREAS IDENTIFIED

<u>County</u>	<u>Congressional District</u>	<u>School District in Which Project Operates</u>	<u>Educational Service District</u>
Adams	5	Lind	101
Adams	5	Othello	123
Benton	5	Finley	123
Benton	4	Kennewick	123
Benton	4	Prosser	123
Chelan	4	Cascade	171
Chelan	4	Cashmere	171
Chelan	4	Lake Chelan	171
Chelan	4	Manson	171
Chelan	4	Wenatchee	171
Columbia	5	Dayton	123
Douglas	4	Bridgeport	171
Douglas	4	Eastmont	171
Douglas	4	Orondo	171
Douglas	4	Palisades	171
Franklin	5	North Franklin	123
Franklin	5	Pasco	123
Grant	4	Ephrata	171
Grant	4	Moses Lake	171
Grant	4	Quincy	171
Grant	4	Royal	105
Grant	4	Wahluke	105
Grant	4	Warden	171
Grant	4	Wilson Creek	171
Grays Harbor	3	Elma	113
Grays Harbor	3	Ocosta	113
Jefferson	3	Port Townsend	114
Klickitat	4	White Salmon	112
Lincoln	5	Odessa	101
Mason	3	Shelton	113
Okanogan	4/5	Brewster	171
Okanogan	5	Okanogan	171
Okanogan	5	Omak	171
Okanogan	5	Oroville	171
Okanogan	5	Pateros	171
Okanogan	5	Tonasket	171
Pacific	3	Ocean Beach	112
Pierce	6	Fife	121
Pierce	6	Tacoma	121
Skagit	2	Burlington-Edison	189
Skagit	2	Concrete	189
Skagit	2	Conway	189
Skagit	2	Mount Vernon	189
Skagit	2	Sedro Woolley	189
Walla Walla	5	College Place	123
Walla Walla	5	Prescott	123
Walla Walla	5	Touchet	123
Walla Walla	5	Walla Walla	123
Walla Walla	5	Columbia	123

<u>County</u>	<u>Congressional District</u>	<u>School District in Which Project Operates</u>	<u>Educational Service District</u>
Whatcom	2	Meridian (Summer School only)	189
Yakima	4	Grandview	105
Yakima	4	Granger	105
Yakima	4	Highland	105
Yakima	4	Mabton	105
Yakima	4	Mount Adams	105
Yakima	4	Moxee	105
Yakima	4	Naches Valley Co-Op	105
Yakima	4	Selah	105
Yakima	4	Sunnyside	105
Yakima	4	Toppenish	105
Yakima	4	Wapato	105
Yakima	4	West Valley	105
Yakima	4	Yakima	105
Yakima	4	Zillah	105

(See Attached Map for Actual Location)



WASHINGTON STATE MIGRANT EDUCATION PROGRAMS

Washington State
Migration Patterns & Dates

Washington State Geographic Areas	Harvest Crops	Migration Dates			
		Arrival	Departure	Intrastate	Interstate
Yakima Valley, Walla Walla, Columbia Basin	Asparagus	April 15	June 27	X	X
Pacific County, *Grays Harbor County	Fishing Cranberries	July 15	September 30	X	X
Yakima Valley	Hops	August 15	September 30	X	X
Yakima, Benton County	Cherries	June 15	August 10	X	X
Whatcom, Skagit	Berries	June 5	July 15	X	X
Yakima Valley, Wenatchee, Okanogan	Pears & Apples	August 15	October 30	X	X
Columbia Basin, Yakima Valley	Grapes	September 1	November 1	X	
Yakima Valley, Wenatchee, Okanogan	Prune Apple Trees	November 25	April 15	X	
Pacific County, Grays *Harbor County	Fishing	July 15	September 1	X	X
Port Townsend	Fishing	July 30	September 30	X	X
Shelton	Tree Harvesting	November 20	December 20	X	X
Wenatchee Okanogan	Cherries	June 15	August 10	X	X

The above information was obtained from Growers, Associations & Organizations involved in the above activities in the State of Washington.

*Due to the Revised Washington State Fishing Laws mandated by the Pacific Management Council, these dates may change.

BIOGRAPHICAL SKETCH OF DIRECTOR

Raúl de la Rosa
1312 - 11th Court S.W.
Olympia, Washington 98502
(206) 357-6743

BORN: August 4, 1939
Ninth of Thirteen Children
of Migrant Parent Workers
PLACE: Pharr, Texas
STATUS: Married, Two Children
LANGUAGE FLUENCY: English, Spanish

Education

HIGH SCHOOL: Lebanon High School - Lebanon, Indiana - 1959
B.A.: Franklin College - Franklin, Indiana - 1963
(Spanish and European History)
M.A.: Middlebury College - Vermont
Madrid, Spain - Campus - 1964 (Spanish)
FURTHER STUDIES: Stanford University; University of the Pacific;
California State University; Hayward; Stanford;
University of Arizona Summer School in Guadalajara,
Mexico; Administrative Intern Program, California
State University at San José

Credentials Held

Secondary Teaching Credential (Life) - State of California
Secondary Administration and Supervision Credential - State of California

Professional Experience

3/83 to Present: Director, Supplementary Education Programs, Office of
the Superintendent of Public Instruction (OSPI),
Olympia, Washington
7/82 to 3/83: Acting Director, Supplementary Education Programs,
OSPI, Olympia
7/79 to 7/82: Administrator, ESEA, Title I and Title I Migrant
Education Programs, OSPI, Olympia
1/79 to 7/79: Acting Program Supervisor, ESEA Title I Program,
OSPI, Olympia
12/73 to 1/79: Director, Washington State Migrant Education Program,
OSPI, Olympia
1/73 to 11/73: Managing Associate, Educational Factors, Inc.,
San José, California
9/70 to 12/72: Regional Coordinator, Migrant Education Programs for
Monterey and San Benito Counties, California

Professional Experience (Continued)

1969 to 1970: Multicultural Director, Mountain View-Los Altos Unified School District, Mountain View, California
1968 to 1969: Teacher, Bilingual Course Work, Mountain View High School, California
1968: Language Specialist, Parks Job Corps Center, Pleasanton, California
1964 to 1967: Instructor, Spanish Language Literature and Supervisor of Modern Language Student Teachers, Carlow College, Pittsburgh, Pennsylvania

Publications

"Migrancy and the Migrant Child," Educational Factors, Inc., 1973, 90 pp.
"National Migrant Education Program Math Skills Information System," Raúl de la Rosa and Eugene deG. Hackett, ERIC-CRESS, 1979, 39 pp.

Professional Memberships

President of the National Association of State Directors of Migrant Education (NASDME) - 1978
Chairperson of the Secondary Education Committee, NASDME - 1979, 1980, 1981, 1982
Member of the Executive Committee, NASDME - 1976, 1977, 1978, 1979
Member of Evaluation Committee of National Migrant Education Program - 1979
Member of Career Education Committee, NASDME - 1978
Member of Five-Year Migrant Education Program Planning Committee - 1977
Member and Chairperson of the Western States Coordinating Council for Migrant Education - 1976
Member of Migrant Student Record Transfer System National Committee - 1966
Chairperson of Math Skills Committee, NASDME - 1976

Honors

Selected to Intern with the U.S.E.D. as O.S.P.I. Representative to the State Executive Policy Fellowship Program sponsored by the Institute for Leadership - July and August of 1985
Selected to Represent the United States in the United Nations Educational Scientific Cultural Organization (UNESCO) United States--Mexico Migrant Educator Exchange Program - May 1981
Selected to Represent Successful Former Migrants at Convention II, Celebrating Anniversary of the U.S. Constitution - September 1980
Selected as Migrant Educator of the Month - December 1975

BIOGRAPHICAL SKETCH OF ASSISTANT SUPERVISOR

Sharon Marie Huck
4515 - 22nd Avenue S.E.
Lacey, Washington 98503
(206) 459-3767

Education

High School:	West Valley High School - Spokane, Washington - 1963
B.A. in Elementary Education:	Eastern Washington University - Cheney, Washington - 1967 - (Natural Science and Language Arts)
Further Studies:	Western Washington University - Bellingham, Washington - graduate education studies; Eastern Washington University, public administrative graduate studies; training at Boeing Management Services in cost efficiency and work method improvements.
Credentials Held:	Standard Teaching Certificate (K-8) - Washington State

Professional Experience

3/81 - Present:	Assistant Supervisor, Title I Migrant Education Program
6/80 - 3/81:	Acting Assistant Supervisor, Title I Migrant Program
1/80 - 5/81:	Monitor, Title I/Title I Migrant Program
6/79 - 12/79:	Industrial Engineer Analyst, Department of Social and Health Services, Olympia, Washington
10/78 - 5/79:	Sales Representative, Investors Diversified Services, Spokane, Washington
9/75 - 9/78:	Industrial Engineer Analyst, Department of Social and Health Services, Spokane, Washington
5/74 - 8/75:	Financial Service Technician, Department of Social and Health Services, Spokane, Washington
9/68 - 6/73:	Teacher, 3rd and 5th grades, Montesano, Washington
9/67 - 6/68:	Teacher, 4th grade, Port Angeles, Washington
College Career	Elementary School Library Aide, Tutor for Underprivileged Children, Aide in a Cerebral Palsy Center for Children
Part-Time Positions:	

Other Interests:

Remodeling House
Crocheting
Reading
Traveling

BIOGRAPHICAL SKETCH OF FACILITATOR/TRAINER

James R. Rigney
Olympia, Washington

EDUCATION

High School	St. Martin's High School, Lacey, WA, 1965
B.A. Spanish/Political Science	Gonzaga University, Spokane, WA, 1965-69
Provisional Teaching Certificate	Universidas de Las Americas, Mexico City, 1967-68
M.A. Guidance and Counseling	Central Washington University, Ellensburg, WA 1972-73
Candidate Doctoral Studies Educational Leadership	Gonzaga University, Spokane, WA 1974-77
	Gonzaga University, Spokane, WA
	Ed.D. anticipated in 1987

Credentials Held: Standard Teaching Certificate (7-12) WA
ESA Certificate (Counseling), WA
National Counselor Certification NCC

PROFESSIONAL EXPERIENCE

1/86 - Present	Facilitator/Trainer, Chapter 1, Migrant Education Program
9/84 - 1/86	Trainer, Migrant Student Record Transfer System
6/83 - 9/85	Curriculum Specialist in Mathematics, Migrant Education Service Center
6/76 - 6/83	Secondary School Counselor, Prosser, Washington
4/72 - 6/76	Secondary Tutor/Teacher/Counselor, Grandview, Washington
6/69 - 2/72	Volunteer, United State Peace Corps, Cuzco, Peru.
6/72 - 6/83	Part-time faculty Yakima Valley College; Study Skills, Spanish as Native Language, Mexican Folklore.
	Part-time faculty Columbia Basin College: Adult Basic Education, ESL and GED Coordinator in Prosser.
	Adjunct Professor Central Washington University, Latin American History and Culture (in Spanish)
	Coordinator, Youth Employment and Training Program for student participants in the northern part of Benton County.
	Consultant for migrant and bilingual programs in Washington, Oregon, and Idaho.
	Presented at regional, state, and national migrant conferences.
6/79 - Present	Free-lance professional translator: Spanish/English

ACCOMPLISHMENTS TO DATE

The most significant accomplishment to date is the growth in awareness and commitment of regular school staff and community members to our migrant population. Other accomplishments include:

- . Communication workshops for home school liaisons resulted in better parent/school interaction.
- . Applications of MSRTS data were presented in videotaped inservice modules to appropriate staff within the state, at a national conference, and in interstate training.
- . A pilot is continuing in three school districts allowing them to make direct inquiries to the national data bank via IBM personal computers.
- . Inservice for instructional staff was delivered through newly reorganized Migrant Education Regional Offices.